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ABSTRACT

This final report describes activities and accomplishments of the Through Shared Windows (TSW) Outreach Project, a 4-year project at the University of New Mexico designed to improve services to young children with disabilities and their families. Three major outcomes were accomplished. First, a Web site was developed that focuses on observational assessment in early childhood and intervention and promotes recommended practices including innovative assessment models, processes, and resources. Second, an undergraduate and graduate course was designed and offered for 3 semesters to 55 students at the University of New Mexico. The course was based on the "Performance Competence Framework," an interdisciplinary holistic approach to assessment and intervention. The third outcome was the national dissemination of information about the "Performance Competence Framework" by a 4-week abridged online course provided to faculty members in eight states. Individual sections report on the project's scope of work, the outreach model, methodological or logistical problems and resolutions, evaluation findings, the project's impact, and future activities. Appendices include details of the TSW online course and its evaluation, details of the Early Childhood Resources Web site and its evaluation, information on faculty participation, and TSW resources including the instructors' guides for both the traditional and online course, and the TSW course outline. (Contains 45 references.) (DB)

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Through Shared Windows
Outreach Project for Infants, Toddlers, and Children with Developmental Disabilities

FINAL REPORT

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Through Shared Windows (TSW) Outreach Project
Executive Summary
July 1, 1999 to June 30, 2003

The Through Shared Windows OUTREACH Project accomplished three major outcomes. The outcomes included: the development and refinement of a public assessment web site, Early Childhood Resources: New Assessment - www.newassessment.org; the development and provision of an innovative online assessment course, ***Through Shared Windows***; and the design and implementation of a Faculty Institute for the participating partner states. All of these outcomes were designed to improve the quality of services to young children, with disabilities and their families. All of the project's efforts were coordinated with state agencies and statewide organizations that were involved with early intervention and preschool services.

The first outcome involved the development of a web site to advance the field of early childhood and intervention in the area of assessment by promoting recommended practices including innovative assessment models, processes and resources that benefit young children and their families. The site was periodically refined over the project period making it easier to navigate and creating an accessible version of the site for people with disabilities. A new feature was created and added to the site the final year, 'Visiting Expert', to showcase innovative information related to assessment from a variety of professionals in the field. In addition, the faculty members at the University of New Mexico and participating partner state's institutions were invited to display information on the site and/or use it as a resource for their students.

The second outcome involved designing an undergraduate and graduate level course through the University of New Mexico and offering it for three semesters. The course is based on the *Performance Competence (PC) Framework* that promotes a holistic view of the child within the context of the child's personal characteristics, preferences, environments, family and culture. It provides a structure for team members from a variety of disciplines to understand and interpret key issues and plan appropriate supports. It is not a new set of information or knowledge to be memorized, rather a re-ordering of known information into a holistic picture that provides a reference for understanding a larger body of information. The *Framework* was developed to identify critical factors that support and compromise a child's performance and competence. Each semester the feed-back from the student and faculty evaluation of the online course guided the course revisions.

During the three semesters the course was offered, 55 students enrolled through the University of New Mexico (25 students in the spring 2001 semester, 8 students in the fall 2001 semester and 22 students in the spring 2002 semester). These students were in upper level undergraduate or graduate programs in Early Childhood Multicultural Education, Family Studies or Speech Language Pathology or were employed in New Mexico Early Intervention Programs.

Evaluation Data was collected from students at the end of each semester and Follow-Up Surveys were mailed three months after each semester ended to gather information on the impact of the course on student's assessment philosophy and practice.

The final outcome was to disseminate information nationally on the Performance Competence Framework by providing the course to faculty members around the country in participating states. Part C and/or 619 Coordinators in eight partner states (New Mexico, Hawaii, Washington, North Dakota, Texas, Connecticut, Colorado, and Utah) identified higher education faculty and inservice trainers for participation in the project. Faculty members were asked to commit to taking a four-week abridged online course based on the Performance Competence Framework in the summer 2001, implementing an application activity at their institution in the fall 2001 and attending a Faculty Institute in the Spring 2002 in Albuquerque. The Colorado and Utah faculty participants were unable to commit to the requirements.

Participants from six of the states (Connecticut, Hawaii, New Mexico, North Dakota, Texas, and Washington) took the online course and completed evaluations. Each participant designed, planned and executed an Application Activity at their institution using the PC Framework content and collected evaluation data. Eight faculty members from University of Hawaii, New Mexico State University, University of Washington, Seattle Pacific University, University of North Dakota, Tarlatan State University/TX, and Gateway Community College/CT attended the Faculty Institute to learn the content and technology needed to deliver the course online at their institution. During the Institute each participant developed a plan on how they were going to incorporate the course material at their institution. Participants were provided a variety of materials to facilitate their ability to disseminate the information in a variety of ways including the ***TSW Online Course (HTML format)***, the ***TSW Curriculum, the TSW Instructor Guide***, and the ***TSW Inservice Training Manual.***

In addition, during the Institute the group discussed and planned further participation in a continuation project based on TSW Outreach. The participants agreed to work collaboratively on a new Outreach proposal where they would serve as mentors to other faculty at other institutions to learn the content and technology involved in delivering the TSW Online Course. Each participant was asked to develop a one-page project description of how they would implement the project in their state.

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IV. Outreach Workscope

Goals, Objectives, Activities, Final Update

Through Shared Windows Outreach Project
Final Workscope Update
July 1, 1999 - June 30, 2003

Goal, Objectives, Activities and Update

GOAL: Provide training, technical assistance, and dissemination to professionals, families, and state Personnel in the Through Shared Windows (Performance Competence) model components of assessment in order to improve the developmental outcomes for young children birth through elementary school.

1.0 Objective: Establish management, recordkeeping, evaluation, and communication procedures for the Outreach Project.

	ACTIVITIES	UPDATE
1.1	Implement project management plan to accomplish all objectives: • set up fiscal & record keeping files; • set up project phases using management by objectives; • develop detailed timelines and responsibilities; • initiate evaluation plan; • set up program for data entry, and conduct periodic analyses and summaries of data.	Fiscal and record keeping files were set up. Additional technical staff was hired including graduate assistants. Roles and Responsibilities were assigned (see Appendix A) and each team member was assigned activities/tasks to address their responsibilities. Weekly work sessions with technical team were scheduled. NEC*TAS provided a consultation on distance education, on line learning instruction, and evaluation of distance training.
1.2	Contact partner states and review goal and objectives. Determine policies and procedures for training and technical assistance and for data gathering that are responsive to state needs and preferences	PI made initial contact with Partner states. Follow-up packets were sent to articulate state criteria and responsibilities. Timelines established for course and data systems. Director had ongoing discussions with states regarding their role and participation in project. (See Appendix - List of State Agency Participants)
1.3	Establish advisory committee for project composed of state personnel, parents, and professionals - set up contact schedule and mail project information.	Advisory committee was established for input on the public web site, New Assessment: Early Childhood Resources. Two half day facilitated brainstorming meetings were conducted (see Appendix C).
1.4	Establish listserv for agency personnel in partner states.	Listserv for agency personnel was established and updated to reflect new personnel and participants. Access to the Listserv was through the New Assessment Web Site.

1.5	Provide written procedures and guidelines for the development of each states action plan to include timetables, roles and responsibilities.	The format for a needs assessment that aided in creation of the state Action Plan was developed (see Appendix D)
1.6	Develop state action plans.	Needs assessment process was ongoing with state agency personnel and plans were developed and modified as personnel and priority changes occurred.
1.7	Design data base for documenting activities within each state – add additional state factors as requested by states.	On Line Data base was developed for each state and is accessible through the web site.

2.0 *Objective: Implement initial support and agency coordination plans with the partner states.*

	ACTIVITIES	UPDATE
2.1	Further develop the data profile for each state on relevant demographics.	Data files were added to through the needs assessment process
2.2	Conduct interviews with state agency personnel to gather descriptive information on current practices, initiatives, state resources, etc.	Discussions took place with WA, UT, CO, ND, CT, NM, and HI. Interviews were completed with faculty participants.
2.3	Conduct interviews with faculty at IHEs to gather information on current practices, initiatives, and state resources.	This timeline was revised and was completed.
2.4	Identify faculty at IHEs in partner states interested in working with the Outreach Project.	This timeline was revised and was completed. Faculty members from eight partner states were contacted and asked to commit to a three-phase process.
2,5	Review relevant state information (e.g. Comprehensive System of Personnel Development Plans)	Relevant state information was gathered and incorporated into state data profiles.
2,6	Prepare state data and descriptive summaries, send to states for review and finalize for database.	Summaries were sent to the states.
2.7	Set up communication procedures with each of the states to include scheduled phone conferences, listserv configurations, and timetables. Set up across state communication procedures based on common issues, needs and interests.	Communication procedures were set up through the listserv and mail. Phone consultations with Washington, Utah, and New Mexico regarding participate in the on line course place.
2.8	Initiate Phase 1 of support and coordination plans.	Phase 1 of the coordination plan was initiated with Washington, Utah, New Mexico, Colorado, North Dakota, Connecticut and Hawaii.

3.0 Objective: Complete state action plans and deliver correspondence and on-line courses to participant teams in the states.

	ACTIVITIES	UPDATE
3.1	Complete state action plans with each state to include initial training teams, (Note: some states want to start by targeting particular districts or geographical areas, other states want to select teams from around the state, and some states are interested in teams that could become "trainer teams".) contact information, support agreements, timelines and evaluation data collection and reporting.	Washington, Utah and New Mexico identified training teams to participate in the online course that started in August 2000. The other five states developed action plans for the Fall 2000.
3.2	Establish planning, preparation, activities, outcomes, cost analysis, and site arrangements for all training activities.	A cost analysis was determined. Initial site arrangements were discussed.
3.3	Send out state action plan for review, revise and finalize.	Action plans were reviewed in July 2000.
3.4	Review recruitment plan and materials with each state and mail.	Recruitment plans were reviewed and flyers and faculty information packets were sent to each state agency contact to disseminate.
3.5	Finalize content and sequence for correspondence self-study modules, consult with instructional designer and potential participants within New Mexico (pilot review) and finalize.	This timeline was revised to Fall 2000 because there was not a request for a correspondence course.
3.6	Finalize presentation, content, sequence and protocols for on-line course, consult with instructional designer, programmer and pilot on UNM Home Page -- finalize on-line course.	Online course outline, sequence, course content, activities, protocols, and evaluation component were finalized (see Appendix E). The course was piloted in July 2000 with 6 students.
3.7	Establish detailed timelines and course syllabus for each training option (e.g. four month course or self-paced course), secure CEUs, set up recordkeeping procedures and procedural guidelines for training participants.	Timelines, record keeping system, and guidelines for the Fall course were established (see Appendix)

3.8	Mail correspondence self-study modules to participant teams in each state and set up first audio conference.	This activity was eliminated because there were no requests for a correspondence course. The online course has been printed in a notebook format and could easily be adapted for self-study purposes (see Appendix).
3.9	Prepare flyers for on-line course and mail to states.	Flyers were prepared and mailed to states for dissemination. Separate registration brochures were developed for credit and certificate courses.
3.10	Deliver on-line course to selected participants from each of the states	The first four modules of the online course were piloted during the summer 2000 with 6 students. Thirty students were selected from the first three participating states to take the course during the Fall semester 2000. Twenty -four students were selected from New Mexico to take the course during the Spring 2002 semester (see Appendix E – Student Data).
3.11	Conduct monthly review of state action plans and participant progress.	Plans were reviewed periodically during the course.

4.0 Objective: Provide states with an in-depth, comprehensive and interactive telecommunications system to support quality assessment of young children.

	ACTIVITIES	COMPLETION DATE
4.1	Meet with website designer/programmer and instructional designer to determine the initial format and programming for website. (Model websites related to early childhood were identified, e.g. "Early Childhood and Family Web Corner".)	On going work sessions with design team and graduate students as well as input from the Advisory Committee provided the guidance on the format and the content for the web site (see Roles and Responsibilities in Appendix A and Advisory Committee Feedback in Appendix C.
4.2	Complete website design and programming to include friendly graphics, cues, and consistent movement and feature patterns.	Instructional designers completed the web site with friendly graphics and easy navigation tools (see Appendix C or www.newassessment.org.
4.3	Develop links to relevant sites and post notices of assessment website to each of these sites.	Relevant links to relevant sites were selected and included on the site as pop up pages that keep web browsers on the site.
4.4	Develop new resources and provide on-line (e.g. summaries of research data related to assessment of young children to include specific types of developmental disability such as Autism/PDD.)	Hired graduate student to provide ongoing gathering and loading of information on the site and develop the 'Expert Consultant' feature.
4.5	Establish e-mail, bulletin boards, chat rooms, facilitated chats, and online seminars.	Various communication systems were loaded on the web site including e-mail, bulletin boards, and chat rooms. Online seminars were replaced with the 'Visiting Expert' feature.
4.6	Provide crossover sites to include synchronous and asynchronous formats for interaction and information exchange.	Both synchronous and asynchronous formats were developed for the course and asynchronous formats for the public web site.
4,7	Establish search engines and intelligent software, prepare on-line, print and telephone information guidelines for addressing, customizing and using website features.	A module was developed to address the technological aspects of taking an online course. Information guidelines for use of features for navigating the web site and Help Section were added.
4.8	Establish on-line data collection and evaluation features.	A thorough evaluation plan was developed and an open-ended data collection and knowledge management center was set up (see Evaluation Management Plan in Appendix F). Both qualitative and quantitative data were gathered.
4.9	Launch website and provide on-line support for four hours each day.	This timeline was revised. The web site was launched summer 2000 with support each day.

5.0 Objective: Establish detailed evaluation, oversight, and quality assurance plans for all aspects of the Outreach Project.

	ACTIVITIES	COMPLETION DATE
5.1	Identify procedures for evaluating training competencies and for gathering formative data to evaluate content and evaluation of instructors.	Procedures for evaluating training competencies and for gathering data on individual instructors were designed.
5.2	Develop quality indicators for all program objectives and activities with overall quality assurance guidelines - establish matrix to assure all quality indicators are addressed through data collection.	Quality indicators and benchmarks were developed as part of the evaluation plan.
5.3	Establish checkpoints, key decision points and specific outcomes for oversight functions.	Oversight functions were included with a Decision Point Chart.
5.4	Review all software programs for capabilities to address quantitative and qualitative evaluation questions.	Software programs were chosen to gather both qualitative and quantitative data.
5.5	Identify online data collection and evaluation features to include comment boxes, site counters, pre/post measures, and outcomes measures.	Software programs were chosen for their evaluation features and ability especially outcome measures.
5.6	Determine data analysis and reporting formats (for project and for reports to individual states)	Reporting formats were chosen. Periodic updates were provided to State Agencies on Faculty Participation. Annual Progress reports included summary of data collected (see Appendix – Evaluation Data).
5.7	Conduct instructional utility survey with parents and interventionists	This activity was revised because a large percentage of the students were not working in the field yet. Follow-up surveys with students were included.
5.8	Develop formats for analysis and reporting of trainee satisfaction, competencies and impact data.	Data formats were designed. Evaluation of course and Follow-up Survey were designed as part of the online course.
5.9	Review data analysis and prepare reports.	Data analysis was reviewed after each semester and incorporated into annual and final reports.

6.0 *Objective: Increase the capacity of states to replicate and adapt the Through Shared Windows Model on an ongoing basis using effective and cost efficient strategies.*

	ACTIVITIES	COMPLETION DATE
6.1	Identify and involve faculty from the IHES in Partner States in guiding and evaluating the Outreach training.	The NM Faculty person from UNM was actively involved in the project, guiding and evaluating the training. He co-taught the online course with the project director.
6.2	Identify faculty in Partner States to provide training on the Through Shared Windows Model in cooperation with the National on-line course.	Faculty was identified in six states: CT, HI, ND, NM, TX and WA.
6.3	Conduct a faculty institute to provide materials, and training on pre-service coursework designed for the Performance Competence Model (Through Shared Windows).	Faculty from Washington State, Texas, North Dakota, New Mexico and Connecticut attended the Faculty Institute in March 2002.
6.4	Prepare a descriptive narrative of all distance delivery strategies/options.	Faculty at the Institute received the following materials: TSW Online Course Notebook and HTML CD ROM, TSW Curriculum and Instructor Guide (for a traditional course), TSW In-service Training Manual
6.5	For each strategy/option summarize evaluation data, discuss difficulties/barriers encountered and how resolved, successes, and changes over time.	Barriers and resource for delivery the Through Shared Windows course were identified during Faculty Institute (See Appendix – Faculty Institute).
6.6	For each section, provide a full list of resources used in conceptualization, implementation, and evaluation.	List of Resources was developed.
6.7	Prepare a list of the steps taken to identify, implement, and evaluate each strategy option.	List of steps for each strategy was developed.
6.8	Develop a section with procedural guideline for delivering training, technical assistance, and dissemination using distance learning strategies.	Procedural guidelines for delivering training and technical assistance and dissemination of information using distance education strategies were developed. (See Faculty Institute: See Agenda
6.9	Finalize the Guide and distribute to partner states at no cost and announce availability to other states at cost through NASDSE and NEC*TAS as well as through website and postings to other sites.	Guide was finalized and distributed.

7.0 Objective: Based on formative and summative evaluation data, refine, adapt, and increase training, technical assistance and dissemination options available to states.

	ACTIVITIES	COMPLETION DATE
7.1	Prepare summaries of comment boxes with descriptive and narrative information that ties comments to dates, events and areas of interest.	Features developed and the data is collected and summarized.
7.2	Prepare summaries of all evaluation data from trainees by type of training selected and state. Conduct analysis to determine what features of the training were successful relative to trainee competencies, outcome objectives achieved, instructional utility rating, and interviews.	Faculty Participants collected evaluation data from their Application Activity in the Fall 2001. Data is summarized in Appendix.
7.3	Review time logs, anecdotal records, and cost data kept by outreach instructors to determine capacity, barriers, solutions, and successful aspects of training.	Faculty agreed to provide information for the next two years including student satisfaction data, follow-up survey data, and compilation of capacity, barriers and solutions to delivery the course online.
7.4	Review all data collected online to determine where strongest areas of interest are, what requests are being made, what documents are accessed or downloaded, etc.	Review of data and report on interests and requests developed. Compiled a list of online information requests from the web site.
7.5	Revise correspondence modules and on-line course content and process as suggested by the evaluation data.	Online course content modules have been revised each semester based on input from students and co-teachers.
7.6	Revise and update website training, technical assistance, communication, and interactive features as suggested by data.	Web site was updated periodically based on comments from the field and requests for information.
7.7	Distribute summary of findings and updates on new and increased training, technical assistance, and dissemination options to states.	Updates on the TSW online course offerings have been distributed to participating states.

V. Theoretical and Conceptual Framework

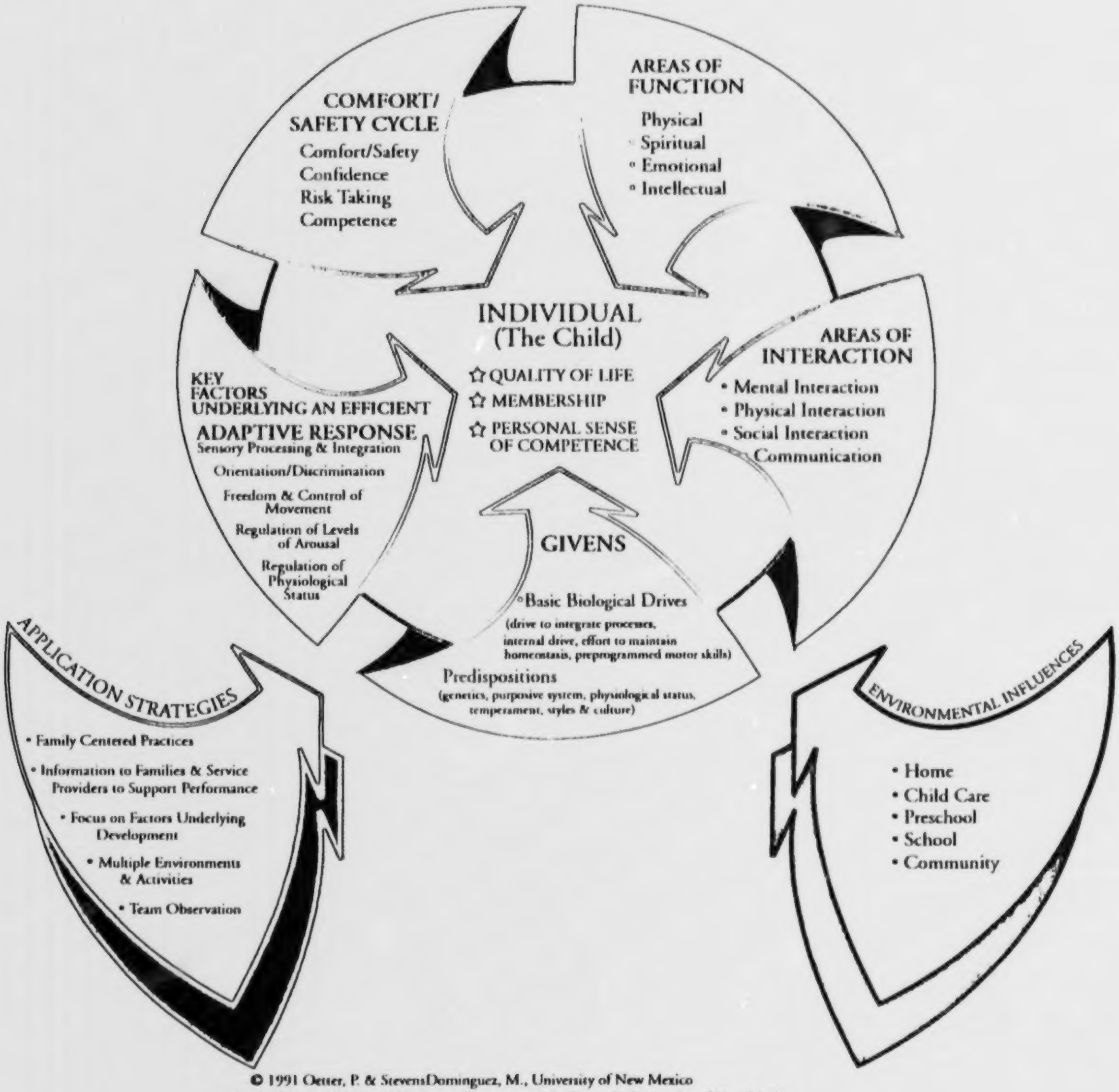
Performance Competence Lifespan Framework Description

Performance Competence Lifespan Framework Chart

Figure 2

PERFORMANCE COMPETENCE LIFESPAN FRAMEWORK

An Application to Observational Assessment of Young Children



COMFORT/ SAFETY CYCLE
Comfort/Safety
Confidence
Risk Taking
Competence
AREAS OF FUNCTION
Physical
Spiritual
Emotional
Intellectual
INDIVIDUAL (The Child)
☆ QUALITY OF LIFE
☆ MEMBERSHIP
☆ PERSONAL SENSE OF COMPETENCE
AREAS OF INTERACTION
• Mental Interaction
• Physical Interaction
• Social Interaction
Communication
KEY FACTORS UNDERLYING AN EFFICIENT ADAPTIVE RESPONSE
Sensory Processing & Integration
Orientation/Discrimination
Freedom & Control of Movement
Regulation of Levels of Arousal
Regulation of Physiological Status
GIVENS
Basic Biological Drives
(drive to integrate processes, internal drive, effort to maintain homeostasis, preprogrammed motor skills)
Predispositions
(genetics, purposive system, physiological status, temperament, styles & culture)
APPLICATION STRATEGIES
• Family Centered Practices
• Information to Families & Service Providers to Support Performance
• Focus on Factors Underlying Development
• Multiple Environments & Activities
• Team Observation
ENVIRONMENTAL INFLUENCES
• Home
• Child Care
• Preschool
• School
• Community

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Performance Lifespan Competence Framework

A Narrative Discussion
by Meave StevensDominguez, Ph.D.

The *Performance Competence Framework* is not a new set of information or knowledge to be memorized. Rather it is a re-ordering of known information into a holistic picture that provides a reference for understanding a larger body of information. The *Framework* was developed to present "shared windows," critical factors that support and compromise a child's performance and competence. Philosophically, the model promotes a holistic view of the child within the context of the child's personal characteristics, preferences, environments, family and culture. It provides a structure for team members from a variety of disciplines to understand and interpret key issues and plan appropriate supports and interventions.

The strength of the *Framework* (as in all models) lies in its applicability to all persons, with or without developmental delays and/or disabilities. If we use the analogy of a person (or child) being like a large mansion full of windows, then specific disciplines (i.e., health, education, occupational therapy, physical therapy, family, speech and language therapy) see through certain windows with special clarity (related to their disciplines). We are dependent on these individual disciplines for specific knowledge that they gain from their particular windows. There are other windows through which all disciplines can see with some clarity. These are common windows of knowledge and allow a shared view of critical factors that affect a child's (or person's) performance and competence. Disciplines discuss and share knowledge by referring to these common windows or areas to promote a fuller understanding of the child.

Before discussing the various areas within the *Framework*, the definitions of the words "performance" and "competence" are presented as used within this model. The developers of the *Framework* are aware of the many subtle differences across fields of both the definitions and connotations for the terms "performance" and "competence".

Performance:	The way or manner in which you act, or are able to express yourself or respond, given different situations and requirements.
Personal Competence:	Performing in a way or manner that one (as an individual) feels good about.

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Specific Competence	The ability to perform a task or activity in a way that meets some specific standards (e.g., standardized tests, qualifying time for a sports event, repeating the alphabet).

Explanation of the Broad Areas on the Framework

It is helpful in learning to use the *Framework* as a reference for interdisciplinary work, to look first at the broad areas on the *Framework*. These broad areas are depicted in Figure 1. The areas are discussed beginning at the bottom of the circle and then moving clockwise around the circle. The center of the model is discussed last and represents not only critical factors but provides an oversight function for reviewing recommendations. The *Framework* is dynamic, expanding (responses to disequilibrium, stresses, illness) and contracting (equilibrium, adaptive response, sense of comfort/safety) as the person responds to events. Positive or negative impacts (as perceived differently by each person) may hit initially at one point in the *Framework* and then impact at multiple points. Think of the model as a fluid sphere. When things are going well, the sphere holds its shape and presents an even mix of multiple colored lights. When things are not going well, the sphere begins to lose it's shape, the parts begin to separate and the colored lights begin to group together. The lights may shine brightest in certain areas, representing where the individual is experiencing the most difficulty. Some actual examples will be discussed later for clarity.

- ☐ How We Started - This area represents information that we can count on or that is fairly consistent over time. We have included in this area basic biological foundations and predispositions that we believe are present at birth. Examples include genetics/culture, temperament, health issue (e.g., anomalies) and genetic disorders.

- ☐ How We Process Information - This area represents key factors operating within the central nervous system that underlie individual performance. All performance emerges as an *adaptive response*. Examples of this would include changes in breathing to accommodate oxygen levels, increased muscle tone to reach and grasp an object, weight shifts to ride a bicycle, writing down information in order to retain it. Each factor in this area plays a key role in making an efficient adaptive response. When looking at *Regulation of Physiological status*, it is easy to see that a person who has a fever and is nauseous would have difficulty maintaining arousal/alertness, might have reduced *Freedom and Control of Movement* and subsequent difficulty with all factors underlying efficient adaptive responses. This same sequence could be applied to a child with Down Syndrome who has low muscle tone and frequently experiences respiratory difficulties.

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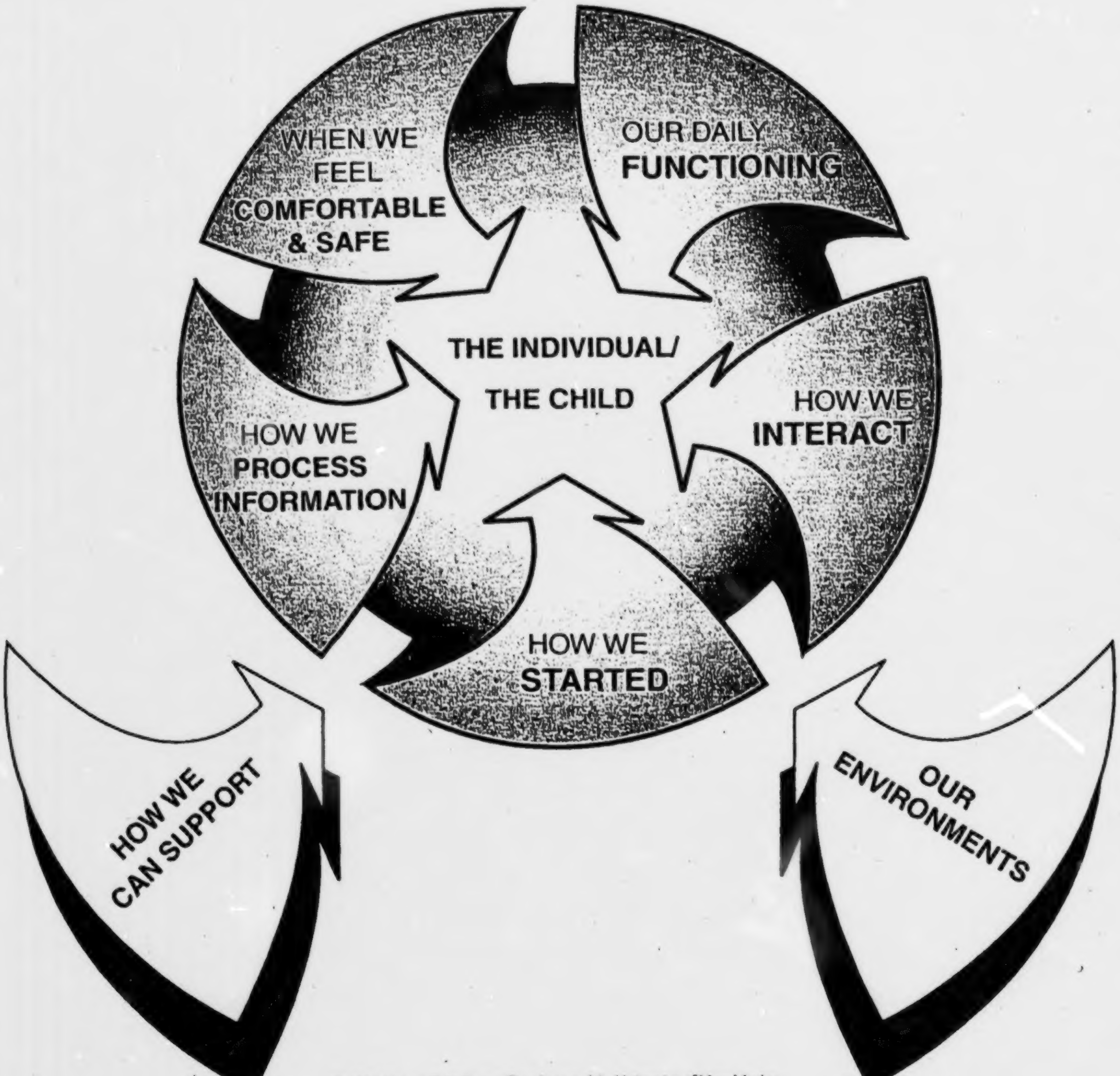
Figure I

PERFORMANCE COMPETENCE
LIFESPAN FRAMEWORK
An Application to Observational Assessment of Young Children



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- ☐ What Happens When We are Comfortable and Safe can be viewed as a dynamic and circular process that underlies performance. We, as adults, have and have had innumerable experiences of being able to perform with competence under some circumstances and not under others. For example, when speaking in front of a group of people, an individual may experience a range of feelings related to *Comfort* and *Safety*. This range is dependent upon factors such as familiarity with the group members, the content of the speech and the confidence, willingness to take risks and eventual ability to demonstrate competence. In early learning, these cycles are especially vulnerable to varying outcomes. For example, children who have cerebral palsy may frequently feel unsafe or uncomfortable when attempting motor tasks due to poor postural control, limitations in motor control, and/or difficulty communicating fear, etc. (*Comfort/Safety*). Children who have unintelligible speech may feel unsure about their ability to interact with people and therefore lack the *Confidence* to attempt social interactions. Children with sensory defensiveness may have such negative experiences engaging in a particular activity that they may be unwilling to attempt that task or any similar tasks again (*Risk-Taking*). In all three examples, these children will have difficulty acquiring and demonstrating the associated *Competence*.

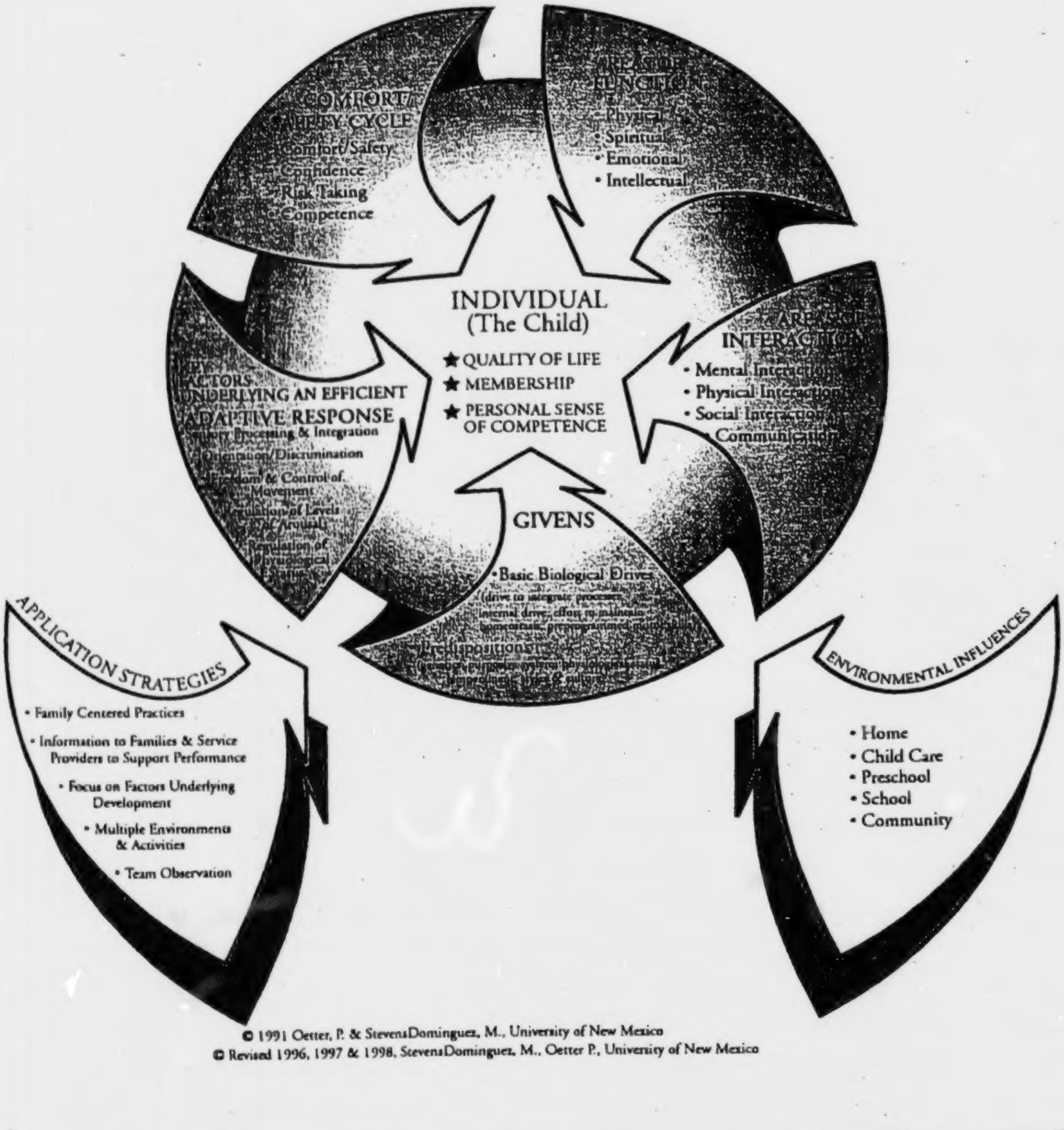
- ☐ How We Interact - This area represents both what we know about early development in children and how we acquire information throughout our adult lives. We learn by "doing," that is by *Mentally Interacting* through exploring, problem solving, thinking and reading. We, interact with objects and people (*Physical and Social Interaction*) and exchange information (*Communication*). When learning how to use a computer, we might begin by reading the manual and learning about the machine's possibilities. Next we experiment with those possibilities, take a computer class with co-workers and/or ask for help (*Physical* and *Social Interaction*). Finally, we are able to use a computer competently to *Communicate* with others.

- ☐ Who We Are covers the areas that we typically address in standard types of assessment, as well as areas we sometimes overlook or address with words like "poor self-image." We look at *Physical* (body and movement related), *Intellectual* (ability to reason, understand or perceive), *Emotional* (feelings about self, situation, task) and *Spirit/ual* (overall sense of self, purpose and "specialness"). In our individual disciplines we learn to focus on these areas given our training and available assessment tools. These areas are often where we first pick up information that something may not be going well for a person. It may be the first place that we begin to question and explore. The *Performance Competence Framework* provides pathways to other areas of exploration and meaning.

Figure 2

PERFORMANCE COMPETENCE LIFESPAN FRAMEWORK

An Application to Observational Assessment of Young Children


COMFORT/SAFETY CYCLE
Comfort/Safety
Confidence
Risk Taking
Competence
AREAS OF FUNCTION
• Physical
• Spiritual
• Emotional
• Intellectual
INDIVIDUAL (The Child)
★ QUALITY OF LIFE
★ MEMBERSHIP
★ PERSONAL SENSE OF COMPETENCE
AREAS OF INTERACTION
• Mental Interaction
• Physical Interaction
• Social Interaction
• Communication
FACTORS UNDERLYING AN EFFICIENT ADAPTIVE RESPONSE
Sensory Processing & Integration
Orientation/Discrimination
Freedom & Control of Movement
Regulation of Levels of Arousal
Regulation of Physiological Status
GIVENS
• Basic Biological Drives
(drive to integrate processes, internal drive, effort to maintain homeostasis, preprogrammed motor)
Predispositions
APPLICATION STRATEGIES
• Family Centered Practices
• Information to Families & Service Providers to Support Performance
• Focus on Factors Underlying Development
• Multiple Environments & Activities
• Team Observation
ENVIRONMENTAL INFLUENCES
• Home
• Child Care
• Preschool
• School
• Community

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☐ (The) Individual in Their Culture and Environment is the area that addresses what is unique to the individual, including one's *Quality of Life, Membership* and a *Personal Sense of* Competence. This area is the ultimate "yardstick" for determining if we are on the right track in our assessments and in looking at information to plan supports. The supports we plan should impact these areas positively, never negatively. As such, this area of the model becomes the place for looking at quality assurance. If we provide therapy to a young child during outdoor play, we may reduce his opportunity for peer play (*Membership*) and have an unhappy child (*Quality of Life*). If we try to get a child to engage in group manipulatives with requirements outside his range of ability, then we may have a child who feels poorly about his performance (*Personal Sense of Competence*). If we design a language stimulation program for a young Navajo child that encourages language use frowned on by her culture, then we may produce threats to all areas (*Quality of Life, Membership and a Personal Sense of Competence*).

Specific Factors Within Each of the Broad Areas

Figure 2, depicts the full *Performance Competence Framework*. The words used to describe each area of the *Framework* in Figure 1 are now given more specific titles. The previously used titles are provided in italics to facilitate the transition to the full model. The specific factors within each of the broad observation areas are identified and are meant to illustrate the constant interaction possibilities within the *Framework*. The focus is on the individual with respect to *Quality of Life, Membership* and *Personal Sense of Competence*. Definitions and examples of each of the areas to be observed follow. The small circle to the right of each area in the text represents Figure 2, the section of the *Framework* being presented. The area presented is darkened to assist the reader. This list is followed by some "people" examples to illustrate both the individual factors and the possible interactions. It is important to remember that there are no "right" answers to the scenarios resulting from a particular event (or combination of events) as each person is unique in both how she experiences the world (internal and external) and how she responds. It is our goal to "see" as clear a picture as possible in order to support positive performance and competence for each individual.

Areas for Consideration and Observation

GIVENS (How we started)

Basic Biological Drives

Definition: Biological principles related to understanding how living things function and what are basic characteristics driving survival.

v Examples:

- The drive to integrate processes (e.g., suck/swallow/breathe, integration of sight and hearing)
- Internal drive (e.g., human drive to go upright)
- Effort to maintain homeostasis (e.g., equilibrium, breathing adjustments to amount of oxygen available)
- Preprogrammed motor skills

Predispositions

Definition: Characteristics believed present at birth related to genetics and physiological status.

v Examples:

- Temperament - difficult to easy, may be related to physiological status or genetic factors
- Purposive system (Spark, persistence, drive, curiosity)
- Genetics & culture - activity levels, physical characteristics
- Physiological status - health, organic status/anomalies
- Styles - social vs. object orientation, visual/auditory/kinesthetic/participatory

KEY FACTORS UNDERLYING AN EFFICIENT ADAPTIVE RESPONSE (How we process information)

Sensory Processing and Integration

Definition: How information is taken in and organized for use.

v Examples:

- Presence or absence of sensory defensiveness
- Time needed to orient, process & respond
- Uses one sensory system to support another
- Integrates multiple sensory input
- Uses information to organize, implement and evaluate responses
- Produces efficient adaptive responses (a response that works for the individual within a context)

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Orientation → Discrimination

Definition: Attaching value, relevance and meaning to a sensory motor event (internal & external).

v Examples:

- Movement of head, eye, body toward or away from stimulus
- Reactions to stimulus (eye blink, gag, shudder, smile)
- Responses to experiences perceived as threatening or non-threatening
- Response to relevant stimuli
- Response to irrelevant stimuli

Freedom & Control of Movement

Definition: Ability and opportunity for movement and physical interaction

v Examples:

- Strength
- Endurance
- Range of motion
- Ability to isolate and coordinate movement patterns
- The variety of mobility (ability to move the body or a body part) and transition movements used to meet needs, explore and interact with the environment and people
- The variety of stability (ability to hold or position a body part or the whole body) patterns available to support controlled movement, interaction with activities and attention

Regulation of Levels of Arousal

Definition: The ability to achieve, maintain, and change levels of arousal appropriate to situation or task.

v Examples:

- Behavior that reflects well being or flight, fright, fight
- Variability of arousal
    - stationary vs. moving
    - interest vs. non interest
    - good stress vs. distress
- What decreases or increases the child's ability to modulate (environment, tasks, sensory motor experiences)
- Strategies the child uses to achieve situation appropriate alertness
    - scanning, monitoring, movement, vocalization, touch, oral, novelty/repetition/ structured/unstructured (sensory diet)

Regulation of Physiological status

Definition: Body's ability to maintain homeostasis

v Examples:

- temperature
- Ingestion, digestion, elimination and sleep/wake
- Suck/swallow/breathe synchrony
- Heart rate and respiration
- Orientation to novel stimulus

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COMFORT AND SAFETY CYCLE

(What Happens When We Are Comfortable and Safe)

Comfort/Safety

Definition: The cycle of growing and learning that shows how varying degrees of comfort/safety can affect the outcome of competence.

v Examples:

- Relaxed appearance
- Tasks, environment, expectations, and interaction styles well within range of abilities and tolerance
- Degree of safety as perceived by the person & others
- Rules and/or structure as expressed or perceived by the person

Confidence

Definition: I feel ready for this - I have what I need.

v Examples:

- Interest in environment & people
- Initiates interactions/actions
- Physical or verbal expressions of self confidence

Risk Taking

Definition: Taking chances, "stretch" of abilities in physical, intellectual, spiritual, and emotional areas.

v Examples:

- Attempts activities at the edge of or beyond current abilities
- Attempts interactions at the edge of or beyond current abilities
- Tries variations of current abilities

Competence

Definition: Skill, proficiency in physical, intellectual, spiritual, and emotional areas.

v Examples:

- Demonstrates quality & skill in activities or interactions
- Degree perceived by the person & others

AREAS OF FUNCTION (Who We Are)

Physical

Definition: Of or relating to the body, motor skill level

v Examples:

- Physical characteristics, size, shape, gender, strength
- Executes familiar or unfamiliar motor tasks

- How person uses motor skill to learn & demonstrate knowledge

Spiritual

Definition: The essence of an individual's feelings/beliefs about self, a sense of self within the world

v Examples:
- A sense of self/specialness
- Personal goals, values and beliefs

Emotional

Definition: Any specific feeling; any of various complex reactions with both mental and physical manifestations

v Examples:

Demonstrates a variety of feelings about ;
- Self
- World
- Self in world
- Specific situations, people, tasks

Intellectual

Definition: Knowledge, abilities and skills related to understanding, perceiving, and reasoning.

v Examples:
- Demonstrates ability to send and receive messages/information
- Functional level of skills (conceptual, perceptual, analytical)
- Demonstrates problem solving strategies
- Information gathering, storing and retrieval
- Able to learn and demonstrate knowledge

AREAS OF INTERACTION (How We Interact)

Mental Interaction

Definition: Acquiring/verifying information and checking perceptions based on exchanges with people and physical environment

v Examples:
- Interaction with objects to discover their properties/characteristics
- Problem solving strategies
- Explores to gain information
- Has ideas

Definition: The ability to organize information about sensory motor experiences in order to learn from and interact with the environment

v Examples:
- Grading, timing, sequencing
- Organizes
- Imitates
- Initiates/terminates
- Sensory motor strategies used to regulate/monitor/direct motor activity

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- Age level of skills
- How person uses motor skill to interact with environment and people

Social Interaction

Definition: The way a child initiates and responds to interaction with people in their environment

v Examples:

- Interactions with people ("roughhousing" vs. verbal interaction)
- Who initiates
- How responsive child is when others initiate-responsivity to others' initiations
- Joint attention
- Turn taking
- What form does interaction take
- Body language (facial expression, postural & motor)
- Does behavior match with environment/expectations
- Expression of feeling
- Response to others feelings
- Integration of emotions (ability to manage feelings)
- Dimensions of temperament (adaptability, activity level, reactivity, etc.)

Communication

Definition: How the person receives and sends messages including the ability to express needs, wants and information to others

v Examples:

- How person communicates (nonverbal, vocal, verbal)
- What is the person's communication about (content)
- For what purpose is person communicating (request, direct, comment)
- Is communication intelligible (can the person get the message across)
- Is communication intentional/functional
- What does the person understand
- Cultural influences/determinants
- Topic maintenance/turn taking/joint attention
- Repair (can the person take steps to improve the communication when it's not working)
- Play/playful

THE INDIVIDUAL
(Individual in His/Her Culture and Environment)

Quality of life:

Definition: Degree of satisfaction related to personal circumstances

v Examples:

- Safety security needs met
- Emotional needs met
- Feelings of self worth supported
- Basic health needs met
- Happiness

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Membership :
Definition: Distinct part of a whole: belonging
v Examples:

- Acceptance
- Invites and/or is invited into interactions
- Participates in family, community and society

Personal Sense of Competence:
Definition: Satisfaction with one's own capabilities and achievements
v Examples:

- Awareness of abilities
- Pride in accomplishments
- Feelings of success
- Has opportunities and abilities to be in control of situations

Applying the Performance Competence Framework

There are several ways to use the discussion examples provided below from the lives of Sarah and Jesse. You can 1) read the first paragraph and go to Figure 2 and explore the factors that are interacting to affect performance and competence, or 2) you can read the entire example and refer to Figure 2 as you do so. Find each factor on the chart and look at its position and how it relates to other factors. Keep in mind that the information provided here only partially explores the implications presented for both Sarah and Jesse.

Discussion Example #1

Sarah is in the tenth grade. During the first six months of school she has grown 6 inches. Her grades (As and Bs) have dropped drastically. She feels uncomfortable, tired, irritable and fearful. She doesn't know what is going on and her teachers are complaining. Her family has rallied to support her, as many of them (all very tall people), have experienced the same rapid growth in their pasts.

It may well be that the first information that led to questioning how things were going for Sarah came from the observable area of intellectual functioning (academic performance). Her grades had dropped and the teachers were concerned. Since her academic performance had always been fine, we look to the other areas of observable performance - physical, emotional and spiritual - and we talk to Sarah and her family. We hope that they have noted the surge in growth. All of the information we find would lead us into *Factors Underlying an Efficient Adaptive Response:* we would look at how sudden, rapid growth affects factors like *Regulation of Physiological Status* and *Freedom & Control of Movement.* We see that these areas are affected and we then realize there are likely effects in *Sensory Processing* and *Integration.* All of these in turn, will then affect the Comfort & Safety Cycle. Sarah is feeling uncomfortable (maybe unsafe). She feels a lack of confidence and probably has reduced her risk-taking (new learning). A feed-forward loop is being created where the *Comfort/Safety Cycle* is not working effectively, resuting in poor academic performance; the poor performance results in lack of confidence, which feeds back into the *Comfort/Safety Cycle.*

Sarah is also experiencing a decrease in her *Quality of Life* and *Personal Sense of Competence* . Fortunately, her family (*Membership, Quality of Life*) has rallied to support her. They have shared their own experiences and have let her know this time will pass. It is their support that finally helps Sarah recover from this major event, and (after growth has stabilized) reestablish her successful learning sequences and maintain her emotional self and her spirit. This information also helped Sarah's teachers understand her performance difficulties, so that they could provide support, concentrating on Sarah's positive attributes and her *Quality of Life, Membership and Personal Sense of Competence.* The school personnel rearranged her schedule so that the more difficult subjects were in the morning. They scheduled PE right after lunch time so that she would have a chance to recharge, and they worked to provide support, following Sarah's lead.

Discussion Example #2

Jesse is 18 months old. At 8 months, he suffered a life threatening case of meningitis, followed by seizures. He now has serious motor difficulties, and his motor abilities are at approximately the four-month level. He has some difficulty gaining weight and may lose weight during the winter months because of respiratory illness. He eats soft foods and drinks from a bottle. It takes a long time to feed him. He likes music and movement, recognizes family members and tries to look at them as they move around the room, making noises to indicate anger, annoyance, pleasure, and need for attention. He tries to reach and play with toys using his right hand when he is lying on his left side. When held in a supported position, he holds and plays with toys. He laughs at his parents "teasing" play and loves to roughhouse with his father. He is very alert for most hours of the day with one 2-hour nap around 1:00 PM. His mother describes him as a happy and easy child. His parents are very worried about his not being able to play or express himself.

While issues are immediately observable in the *Physical* and *Intellectual* areas, it is the *Quality of Life, Membership* and *Personal Sense of Competence* factors that appear to be most critical. There is a discrepancy between his motor abilities and his intellectual abilities. The effect of this gap is a decrease in his *Quality of Life, Membership* and *Personal Sense of Competence.* This broad area is the "yardstick" for looking at our interventions; and, in this case, this is the area where we want to focus our attention. If we look at the underlying factors, we see some immediate concerns and several powerful strengths. His strengths are his *Spirit, Purposive System* and his ability to *Regulate Level of Arousal.* Serious concerns exist in the areas of *Freedom and Control of Movement*, orientation to stimulus and *Sensory Processing and Integration.*

These areas, particularly *Freedom* and *Control of Movement*, are interfering with his ability to make efficient adaptive responses and move through the *Areas of Interaction* and *Areas of Function*. He is frustrated in his efforts to show his understanding of the world (*intellectual*) and to interact with the world (*Physical, Emotional, Intellectual, Membership, Personal Sense of Competence* and *Quality of Life*). Some of the issues that we need to deal with are his respiratory system, weight gain, and freedom and control of movement. Increased independent movement patterns should have positive effects on respiration and weight gain, as well as on the other areas of concern. The early intervention team needs to provide intense OT/PT services aimed at increasing strength, functional movement and movement transitions. At the same time, adults need to learn options for positioning and handling to assist Jesse in his interactions. Adaptive devices (switches on toys, chair for feeding) should be explored. Most important, efforts should be focused on: 1) improving Jesse's opportunities for *Membership*, both with other children and in family activities; 2) increasing his *Personal Sense of Competence* by giving him more control over movement, choices and activities, and 3) a higher *Quality of Life* through improved health.

The issues for Jesse are many (communication, motor, play, etc.), and the discussion could go on at great length. What is important to realize is that in many programming discussions, planning for Jesse might have resulted in professionals developing several specific goals in the areas of gross and fine motor, speech, language development and oral motor functioning (eating). Through shared windows and a common framework, intervention is focused on how to improve his *Quality of Life, Membership* and *Personal Sense of Competence*. While we work on motor development and other areas, we will be using (with Jesse's help) these areas (*Quality of life, Membership* and *a Personnel Sense of Competence)* to assess the effectiveness of our efforts.

The *Performance Competence Framework* is a lifespan model. Figure 2 shows the primary areas (*Application Strategies* and *Environmental Influences*) that are used when adapting the model for a specific intervention situation and/or range. In adapting the model for Project NEW TeamS, these two areas were developed as follows:

Application Strategies

Definition: Those strategies that in concert with the Performance Competence Framework, represent best practice in us*ing information from the framework to address the needs of a spe*cific population and purpose. early interventio*n. In, the population is you*ng children birth to age eight and their families and the purpose is *observational asses*smen*t by a team to identify* support strategies/interventions.

Primary Strategies

- Family Centered Practices
- Team Observation
- Multiple Environments and Activities

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- Information to Families & Service Providers to Support Performance
- Focus on Key Factors Underlying Development

ENVIRONMENTAL INFLUENCES

Definition: Those environments, and the factors within those environments, that may support or compromise a child's performance.

Environments Considered

- Home
- Day Care
- Preschool
- Community

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VI. Outreach Model

Outreach Model Components: Description

Outreach Model Components: Chart

Adoption Sites

Implementation Plans for TSW Online Course

Outreach Model Components

The Through Shared Windows Outreach Project Components were developed and implemented simultaneously during the project period. These components included partnering with state agency personnel, obtaining commitments from faculty members in participating states, developing and offering a traditional and online course and designing and offering a Faculty Institute for delivering the online course.

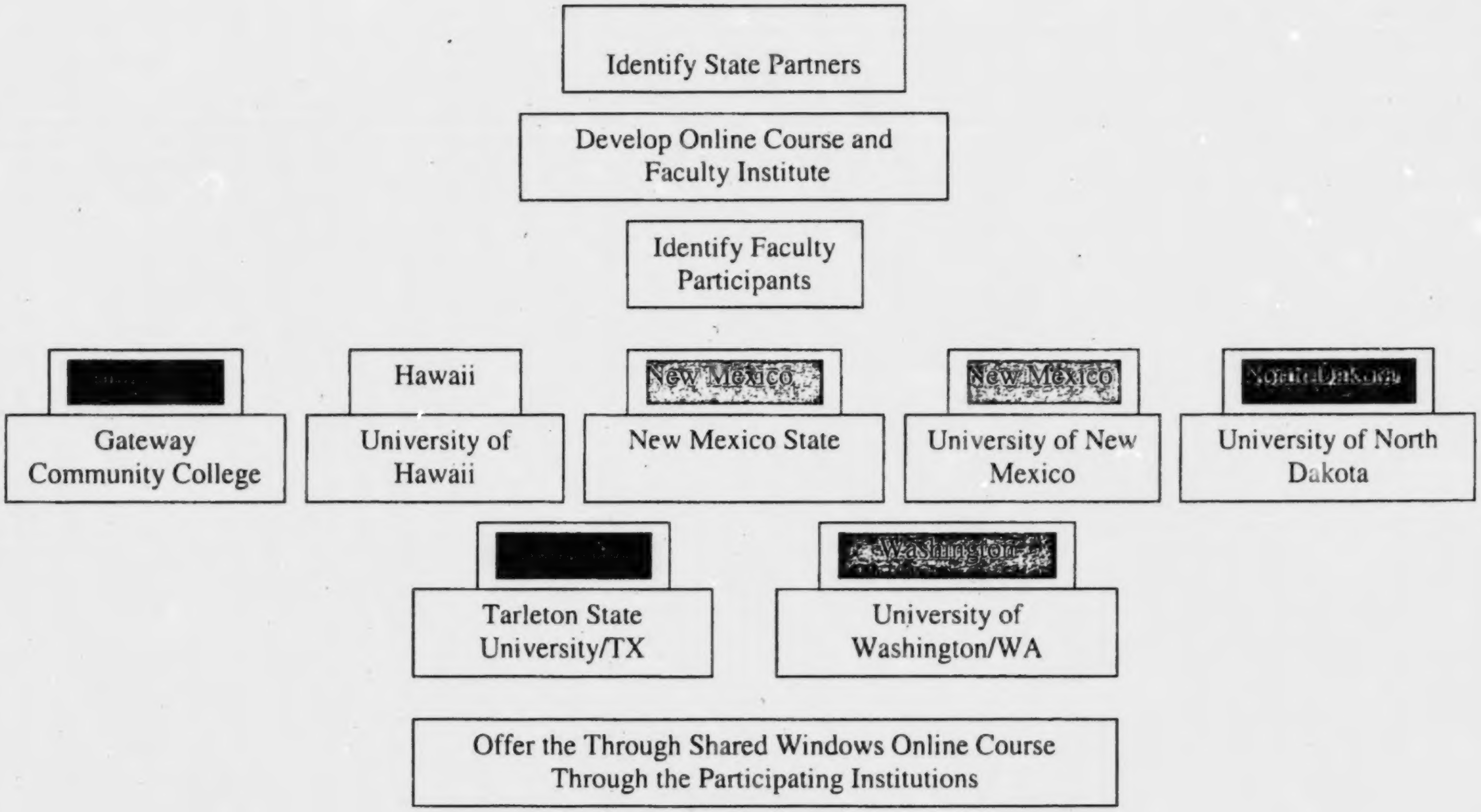
The first component, partnering with state agency personnel, involved establishing rapport and securing a commitment from the seven partner states (Connecticut, Hawaii, New Mexico, North Dakota, Texas and Washington). This process was ongoing and insured goodness-of-fit between the participating states and dissemination activities and resources. The process began with obtaining a commitment from the Early Intervention and 619 Lead Agencies and conducting a needs assessment to identify issues and resources within their state. Agency coordinators identified faculty and inservice trainers in their states as potential participants and future disseminators of the course and materials.

The second component, obtaining commitments from faculty members in participating states, involved securing a commitment from faculty members to a three-phase process involving taking a summer online course, incorporating the material into their existing coursework, and participating in a Faculty Institute to learn how to offer the course online. In addition, faculty participants were asked to design a plan for delivering the course or part of the course at their institution and collect evaluation data after the project ended.

The third component, developing and offering a traditional and online course, began with developing 16 sixteen modules based on the Performance Competence Framework of Assessment. The modules were designed for online delivery and included readings, power point presentations with audio, asynchronous and synchronous activities, a video case study, online notebook and assignments. The 3-credit graduate/undergraduate course was piloted and revised twice. It was advertised and offered to all participating states and delivered online through the University of New Mexico.

The final component, designing and offering a Faculty Institute, provided a format for faculty participants to learn both the technical and practical aspects delivering course work online. Faculty members convened onsite in Albuquerque for two-days and were provided workshop sessions and individual technical assistance. They received the complete online course along with various resources and materials to assist them in delivering the course or parts of the course to students at their institution.

Through Shared Windows Outreach Model Components


Identify State Partners
Develop Online Course and Faculty Institute
Identify Faculty Participants
Gateway Community College
Hawaii
University of Hawaii
New Mexico
New Mexico State
New Mexico
University of New Mexico
North Dakota
University of North Dakota
Tarleton State University/TX
Washington
University of Washington/WA
Offer the Through Shared Windows Online Course Through the Participating Institutions

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Implementation Plans for the TSW Online Course

FACULTY MEMBER	COLLEGE/UNIVERSITY	IMPLEMENTATION PLAN
Eanestine Kirtland	Gateway Community College New Haven, CT	• Incorporate the Performance Competence Framework Overview and Application into two existing special education courses, Introduction to Special Education and Assessment for Special Education. • Co-teach with the faculty member who teaches the assessment course.
Pam Lindsey	Tarleton State University Stephenville, TX	• Offer the course for special education majors working on early childhood certificate. • Incorporate the Performance Competence Framework Overview and Application for undergraduate class of junior pre-service teachers taking Brain-Friendly Learning • Incorporate the Performance Competence Framework Overview and Application for the Working with people with Severe/Profound MR • Incorporate different modules into several special education/ diagnostician classes
Mary Fischer	Washington Department of Education Bremerton, WA	• Provide inservice training based on the Performance Competence Framework Overview • Offer the online course through Seattle Pacific University – ongoing option • Collaborate with and get input from University Faculty

FACULTY MEMBER	COLLEGE/UNIVERSITY	IMPLEMENTATION PLAN
Nancy Baptiste	New Mexico State University Las Cruces, NM	• Offer or adapt the online course in the fall for students enrolled in the Early Childhood Assessment class. • Review the material to see the possibility of adapting it for the early childhood license students • Sharing the information with the NM Early Childhood Task Force and the Training and Technical Assistance Programs. • Continue to use the Comfort and Safety Module in all undergraduate classes.
Mary Jo Schill	University of North Dakota Grand Forks, ND	• Incorporate the Performance Competence Framework Overview and Application into the Advanced Diagnostics class. • Incorporate some of the modules into the Transdisciplinary Class (OT/PT/SLP/Medical) • Offer the entire online course as part of the Early Intervention certificate program. • Offer all or parts of the course as a Continuing Education course for elementary and preschool teachers or early interventionists in the field.
Susan Sandall	University of Washington Seattle, WA	• Offer the TSW Online course as one the required assessment courses in the Special Education Program • Offer it as a quarter semester, 10 week course and/or 8 week course

VII. Methodological or Logistical Problems and Resolutions

Problems and Resolutions: Description

VII. Problems and Resolutions

Although the project completed all the stated objectives and achieved the outcomes specified in the initial proposal, there were ongoing revisions to the workscope activities and timelines as the project progressed. These revisions were due primarily to the technical aspects of the online course development and faculty participants in the project.

The staff of the TSW Outreach Project learned a tremendous amount during the project about delivering training at a distance and developing web sites and the online courses. The hiring of several graduate students in the filed of Organization, Learning and Technology was an additional bonus for the project. The students' technology expertise was an asset and allowed the expansion of the project and produced products beyond what was originally proposed. As a result of these additional resources and learning experiences some revisions to both the workscope activities and timelines occurred.

The major deviation in the project activities was a commitment to developing a 'best practices' online course and web site, which involved much more time and effort, then was originally proposed. This resulted in offering the course only three semesters during the project period and the total number of participants for taking the online course was less than originally proposed. Now that the course is fully developed and all the supporting materials are available so the course can be offered at our institution as well as the universities and colleges of each of the participating faculty members from Connecticut, Hawaii, North Dakota, Texas and Washington.

VIII. Evaluation Findings
Evaluation Methodology and Results

New Assessment Web Site Survey
- Feedback

TSW Online Course
- Online Course Student Course Evaluation and Follow-Up Survey Data

Faculty Institute
- Faculty Participant Feedback
- Faculty Institute Survey

NEW ASSESSMENT WEB SITE SURVEY

What would motivate you to visit our site on a regular basis?

- Comprehensive site, perhaps with tips on hard to give test items – sometimes the manuals do not make sense.
- Clear, easy to understand info; up-to-date info.
- Just to stay current, I would visit this site quarterly. Also, I plan to become a school or pediatric therapist.
- Wanting state-of–the-art information, materials, and TA so that Nevada children are better served.
- The most commonly used assessments used in the public school system and an explanation, for parents, on what scores qualify children for special services.
- Reliable, research information, references, resources and reading material/manuals. language in mind.
- Research and up-to-date assessment instrument for minority population w/culture and language in mind.
- New information being added regularly – research and assessment information
- Up-to-date information on a variety of assessment approaches.
- Advanced notice of upcoming features.
- Need for.
- New information on a regular basis, e.g., updated bibliography.
- Weekly updates of info, insights, Q & A's, sample assessment reports linked to sample IFSP's.
- Student friendly assessment tools/instructions.
- U-to-date information on all areas of assessment – especially the role parents can play.
- Information relevant to my role developing materials for parents in the EIP.
- Newsletter that previewed what new information would be on the site.
- Updated information that is easily accessible.
- Summaries of latest research examples of successful practices.
- A Web design that is multifaceted – information (instructive) pages downloadable options – up-to-date list, great links!!

What assessment resources do you recommend we include on this site?

- Links bother sites – sites related to assessments, diagnoses, etc.. Therapy skill builders.
- Aims, ages and stages.
- Notice of conferences, workshops, training opportunities in the area of early assessment would be very useful. Links to similar web sites.
- List of assessment for different ages, assessments categorized for development areas or developmental delays or disorders.
- I would be interested in variety and applicable assessment instruments for children of minority, taking the language, culture and environment into consideration.
- I have none to recommend at this time, but will let you know if I run across something.
- Don't know.
- Tom Linder's Transdisciplinary Play-Based Assessment Ages & Stages Questionnaire.

- Training in the use of Competence Performance Framework. Feedback from higher ed faculty who teach this model. Lists of appropriate videos.
- UNC Project Integrate – Routmes-based Assessment, The Spectrum Project, www. colorado.edu/cdss/spectrum.
- Developmental assessments infant/toddlers – K-3. Info on authentic assessment (updated) for young children. Info on role of culture in assessment – research-based. Use of assessment for Curr planning info & examples. Ideas for teaching assessment strategies to ECED Student.
- NA at this time.
- How parents can be involved – checklists for families -- background re assessment tools for families.
- Training and certification courses that are offered as well as purchasing info.
- Validity and reliability articles on assessments.
- I'm too new in the field to help here.
- Many. I will be happy to work with you to research these.

Through Shared Windows Online Course
Student Evaluation and Follow-Up Survey Data

Spring 2001 Semester

Summer 2001 Semester

Fall 2001 Semester

Spring 2002 Semester

		Barbara French 97	Christine Kroening 75	Cara Tulino 84	Diann Baker-Pino 161	Catherine Archuleta 198
1	**Your Instructor was:**	Holly Harrison	Carol Westby	Carol Westby	Holly Harrison	Holly Harrison
2	**Your Course semester was:**	Spring 2001	Spring 2001	Spring 2001	Fall 2001	Spring 2002
3	**Date Survey was posted**	05/15/01 @ 12:56	05/20/01 @ 12:29	06/01/01 @ 16:40	12/10/01 @ 23:25	05/04/02 @ 15:35
4	**Course most accessed from:**	Work	Home	Home	Home	Work
5	**What attracted you to this course?**	Course content (ability to increase my knowledge)	Course content (ability to increase my knowledge)	Course content (ability to increase my knowledge)	Course content (ability to increase my knowledge)	Location (ability to take course online)
6	**Was this your first on-line course?**	Yes	Yes	Yes	Yes	Yes
7	**Hours per week spent on the course:**	3	8	5	10	7
8	**Type of computer:**	PC	PC	PC	PC	PC
9	**What is your gender?**	Female	Female	Female	Female	Female
10	**Age is:**	40	50	23	45	25
11	**Ethnicity**	White (Non-Hispanic/Latino)	White (Non-Hispanic/Latino)	White (Non-Hispanic/Latino)	White (Non-Hispanic/Latino)	White (Non-Hispanic/Latino)
12	**Education level:**	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
13	**What did you like least about the course?**		Overload to complete a module/week.	I did not think some of the directions were worded as clearly as they needed to be.	Time factors to do course.	Amount of work
14	**What did you like most about the course?**		The course content and applying the content to really learn the content and the feedback on assignments that was professional, helpful, and will be useful.	I like the course material and the stories that we got to read to help us apply the material we were learning to real life situations.	New assessment	On-line, at own pace.
15	**What are you recommendations for improving the course?**		Evaluate the load. This online course was a wonderful experience.	More clearly stated directions on module assignments.	Independent study would be better for this student.	(No answer provided)
16	**The online course was: (1 wonderful, 5 terrible)**	3 It provided a refresher on the content but gave a new way to view that information	5 A wealth of information and a learning method with repetition and application that really works for learning and remembering what has been learned	4 I really enjoyed the course material and felt it ran smoothly most of the time.	3	4
17	**The online course was: (5 exciting, 1 dull)**	3 It provided the theory for the evaluation process that I began changing a year ago	5	4	3	5
18	**The online course was: (5 flexible, 1 rigid)**	2 I guess you have to have a timeline, but I did not like the deadlines.	5	4	1	4

		Barbara French 97	Christine Kroening 75	Cara Tulino 84	Diann Baker-Pino 161	Catherine Archuleta 198
19	The online course load was: (5 just right, 1 too much)	3 It only seemed overwhelming when I got behind, but was also difficult to work in with my work schedule.	3 Too much with the article reviews for a weekly assignment. Also, when there were other Project Life obligations it was very difficult to spend added time on the online assignments.	3	1	2
20	The online course was: (5 easy to follow, 1 difficult to follow)	3 Clarification was fairly quick coming when I did not understand the intent of something	4 Several modules were difficult to understand. Module 7 was the one that was most difficult for me.	4 Sometimes the directions for certain activities were not written clearly and left the student wondering if they were doing the correct thing.	2	4
21	The online course was paced: (5 just right, 1 too fast)	3	3 Just right without the article reviews and added assignments for Project Life.	3	1 Not good for me, a single working parent.	3
22	The course content: (5 easy, 1 difficult)	4 It fit with information that I had been working on, as well as my mind set toward looking at it differently.	3 Challenging but not easy or difficult.	3	2	3
23	The objectives of the course were: (5 clear, 1 unclear)	3	5	4	3	4
24	What is your level of experience in the assessments of infants-young children ages birth to 5 years?	4 Been assessing children birth to 5 for 13 years.	1	3	2	2
25	Given your level of experience in the assessment of your children, how would you rate the level of difficulty or complexity of the information presented?	3 For me it was just right, but a person with less experience may have found it difficult.	3	3	2	3
26	The online course provided me with information and/or skills which I can use directly in my chosen field.	4	5	5	4	4
27	I feel the content has value for me as a person.	4	5	5	4	5

		Barbara French 97	Christine Kroening 75	Cara Tulino 84	Diann Baker-Pino 161	Catherine Archuleta 198
28	The Reading Packet (received in the mail) was:[helpful to not helpful]	2	5	2	5	3
29	Online readings and articles (Adobe Acrobat-PDF files) were:	4 I had to print the articles in order to absorb the material.	5	4	4	4
30	Prep quizzes were:	1	2	2	1	1
31	Powerpoint presentations were:	1	4	3	3	3
32	Video clips (on the CD ROM) were:	4	5	5	3	5
33	Discussion Board were:	3	5	5	5 I could not always be there to participate, but learned much from others.	2
34	Chat sessions were:	3	5	3	1 Not easy at all to coordinate same time to chat with others.	3
35	Online Journal was:	2	5	3	3	3
36	Online Web Links was:	1	5	3	3	1
37	Frequently Asked Questions were:	1	5	3	3	1
38	Glossary of terms were:	3	5	3	5	5
39	Listserv was:	3	5	5	1 I wasn't on the list.	1
40	Help and Utility Center was:	5 Initially, invaluable, but once I got the hang of it I did not use it.	5	3	4 Please delete my picture. I tried but failed.	1

	Barbara French 97	Christine Kroening 75	Cara Tulino 84	Diann Baker-Pino 161	Catherine Archuleta 198
41 Online search ability was:	1	5	3	3	3
42 The instructor provided feedback in a timely manner.	4	5 Excellent and useful feedback.	5	4	1
43 The instructor was available most of the time for my telephone call.	4	5	5 I didn't ever call the professor, but she was very quick to respond with questions I had over e-mail.	5 Holly	5
44 The instructor provided the needed help and guidance I needed to suceed in the course.	4	5	5	5 Holly	5
45 The instructor contacting me by e-mail was helpful	5	5	5	5 Holly	5
46 The instructor evaluated my performance according to the stated course objectives and requirements.	3	5	5	-- Not finished with course. Incomplete this semester.	5
47 Concepts and techniques were explained clearly.	3 There was a jump made from content to application that I needed more info on.	5	3	1 I am not a professional in this field.	3
48 You were encouraged to actively participate in the cource	3	5	4	-- Encouraged	3
49 Your individual questions/problems were discussed to your satisfaction.	4	5	4	4	4
50 Online course facilitated opportunities to apply content.	3	5	4	3	5
51 Online course related content to real situation.	4	5	5	4	5

		Betsy Osuna 108	Emilie Cook 114	Adoree Russell 157	Michele Marshall 156	Christine Hanson 170
1	**Your instructor was:**	Holly Harrison	Carol Westby	Holly Harrison	Holly Harrison	Holly Harrison
2	**Your Course semester was:**	Spring 2001	Spring 2001	Summer 2001	Fall 2001	Fall 2001
3	**Date Survey was posted**	05/21/02 @20:37	05/30/02 @ 12:55	12/15/01 @ 17:47	12/17/01 @ 00:25	12/18/01 @ 07:59
4	**Course most accessed from:**	Home	Home	Home	Home	Home
5	**What attracted you to this course?**	Location (ability to take course online)	Course content (ability to increase my knowledge)	Location (ability to take course online)	Location (ability to take course online)	(No answer provided)
6	**Was this your first on-line course?**	Yes	Yes	No	Yes	Yes
7	**Hours per week spent on the course:**	12	6	5	10	(No hours provided)
8	**Type of computer:**	PC	PC	PC	PC	PC
9	**What is your gender?**	Female	Female	Female	Female	Female
10	**Age is:**	41	23	42	34	37
11	**Ethnicity**	(No answer provided)	White (Non-Hispanic/Latino)	Hispanic/Latino (non-white)	White (Non-Hispanic/Latino)	White (Non-Hispanic/Latino)
12	**Education level:**	Masters	Bachelors	Masters	Bachelors	Bachelors
13	**What did you like least about the course?**	Workload and the amount of feedback.	At the end everything just seemed to get crazy. This was no ones fault but my own, but the article review/critiques were too much for us to handle.	Having to work our chat sessions with other members of the class	Expectations not always clear for assignments, nonconsistent directions in assignments.	Lots of time spent printing things out, would have liked more feedback, would have liked...
14	**What did you like most about the course?**	(No answer provided)	I really enjoyed the flexibility of this course. I have learned so much new information, and look forward to looking back and applying it to the real life situations I encounter.	I liked being able to complete the course from home, in my own space and in my own time.	Doing the course from home.	Course content was interesting.
15	**What are you recommendations for improving the course?**	1. Reduce workload. Pick meaningful assignments. 2.Reduce article critiques. 3.Weekly feedback needed. 4.More interactions with classmates needed.	No article critiques for a weekly module assignment. Maybe having a couple, but they are extremely time consuming, and with the other work we were having to put in it really was a stressor.	Eliminate the chats and have more e-mail interaction between the student and the instructor.	Groups need to be thought out depending on the level of the student (completion vs. credit).	(No answer provided)
16	**The online course was: (1 wonderful, 5 terrible)**	2 No feedback makes it difficult to complete a course. I have no idea if I have done exceptable(sic) work or if I missed the point of the entire course.	4 I was thankful that the critiques were taken out of the weekly modules. Those were extremely time consuming!	3	3	2
17	**The online course was: (5 exciting, 1 dull)**	2 It was difficult to maintain interest at times because of the lack of human communication.	5	4	3	3
18	**The online course was: (5 flexible, 1 rigid)**	4 It was nice to have some flexibility on assignment due dates when things got sticky.	5 Very nice and flexible-perfect for the rest of my schedule.!	3	3	2

		Betsy Osuna 108	Emilie Cook 114	Adoree Russell 157	Michele Marshall 156	Christine Hanson 170
19	The online course load was: (5 just right, 1 too much)	1 I know that the rule of thumb is 9 hours for a three hour course, but that is time the student is expected to put into a course, not be forced to put into a course. It left no time for reflection or review because of the stress of completeing the required work.	4 In the beginning it was too much with the article critiques.. Those were taking up at least 4-5 hours.	2 Too much toward the end of the semester. I felt like I was repeating myself.	3	2
20	The online course was: (5 easy to follow, 1 difficult to follow)	3	5	4	2 Some of the directions were very confusing. There was conflicting information about expectations.	2
21	The online course was paced: (5 just right, 1 too fast)	4 The pace was alright but the work was too much.	5	3 The pace was fine.	3	3
22	The course content: (5 easy, 1 difficult)	3	4	4 Easy to follow but required a fair amount of dedication.	3	2
23	The objectives of the course were: (5 clear, 1 unclear)	3	5	3 Graduate assignments need to be placed toward the top of the syllabus so due dates aren't missed.	3	3
24	What is your level of experience in the assessments of infants-young children ages birth to 5 years?	3 I have worked in this area for one year and have quite a bit of training.	3	3	3	1
25	Given your level of experience in the assessment of your children, how would you rate the level of difficulty or complexity of the information presented?	3 Most of the information was very functional and easy to follow. I did have difficulty understanding some of the articles we were asked to critique.	3 It was presented nicely, and I learned so much.. so to me that is all valuable information!	3	3	1 Down's syndrome child used as an example - difficult - don't know norm.
26	The online course provided me with information and/or skills which I can use directly in my chosen field.	5 Lots of information was very functional and I have incorporated into my work.	5	4	4	4
27	I feel the content has value for me as a person.	4 See above.	5	4	4	4

		Betsy Osuna 108	Emilie Cook 114	Adoree Russell 157	Michele Marshall 156	Christine Hanson 170
28	The Reading Packet (received in the mail) was:[helpful to not helpful]	3	3	5 Served as a nice backup to all the material.	3	
29	Online readings and articles (Adobe Acrobat-PDF files) were:	3	5 I enjoyed these articles, and I could print them out to highlight and read over.	4 Good sources of information.	5	3 Would have liked followup to assignment with examples. (i.e. how was Justin evaluated?)
30	Prep quizzes were:	1	4 Nice to see how much information I knew before going into the module. And realizing how much I was learning!	3 Fun!	2	
31	Powerpoint presentations were:	3 Would prefer a different format so that the information could be printed more easily.	3 A good review of the readings.	3	3	3
32	Video clips (on the CD ROM) were:	1 not good.	5 It was nice to see a face once in a while, even if it was on the computer screen.	4 Cool!	3	5
33	Discussion Board were:	1 Not functional.	5 Fun to read the other classmates work-see how they interpreted the assignments.	1 Difficult because not everyone participated.	3	3
34	Chat sessions were:	1 What chat sessions?	3	1 Disasterous. It proved extremely difficult to connect with other people at specific times.	1 Frustrating the way it was set up.	2 Difficult to schedule, not the best means of communication.
35	Online Journal was:	1 Is this the online notebook?	5	4 I enjoyed this activity.	4	5
36	Online Web Links was:	2 Not available in a timely fashion during some units.	3	5	3	
37	Frequently Asked Questions were:	1 ???	4	3	1	
38	Glossary of terms were:	2	4	5 Very helpful for operational definitions.	2	4
39	Listserv was:	2	4	1 Never had my correct e-mail address so I was out of the loop most of the time.	2	
40	Help and Utility Center was:	2	4	3	2	

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		Betsy Osuna 108	Emilie Cook 114	Adoree Russell 157	Michele Marshall 156	Christine Hanson 170
41	~~Online search ability was:~~	1 ???	4	4	2	
42	The instructor provided feedback in a timely manner.	1 No feedback on assignments. We ran blind throught the entire course.	5 I was very pleased with the time span she took to respond to our assignments.	2 I still do not know how I did on individual assignment aside from the letter grade assigned.	2	2 Would have liked feedback sooner.
43	The instructor was available most of the time for my telephone call.		5 I never phoned her, but always responded promptly to an e-mail!	3	N/A. Did not attempt to call.	
44	The instructor provided the needed help and guidance I needed to suceed in the course.	Th tone of many of the e-mails was negative and the instructor did not seem conducive in the help department.	5	2 I disagree because I did not receive feedback in a timely manner.	3	
45	The instructor contacting me by e-mail was helpful	2	5	5 This was helpful and proved to be the best way to keep in touch.	3	4
46	The instructor evaluated my performance according to the stated course objectives and requirements.	I have no idea.	5	4 Still not sure about this because of the lack of feedback.	5	
47	Concepts and techniques were explained clearly.	3 At times	5	4	2	Would have liked more examples to learn from.(little bit mystery solved good example).
48	You were encouraged to actively participate in the cource	1 Active participation occurred only through completing assignments.	5	5 Yes, but active participation does not necessarily need to include chats and small group.	4	4
49	Your individual questions/problems were discussed to your satisfaction.	2	5	2 Throughout the course, I experienced very little feedback from the instructor.	4	
50	Online course facilitated opportunities to apply content.	3	5	4	3	3
51	Online course related content to real situation.	3	5 I really like this--it helped me apply this info to classes and clinic.	5	5	

BEST COPY AVAILABLE

		Jennifer Alarid 215	Jean Johnson 149	Sharon Hogland 207	Margaret Keller 179	Elizabeth Hamilton 195	Shanna Jarrett 194
1	**Your instructor was:**	Holly Harrison	Holly Harrison	Holly Harrison	Holly Harrison		
2	**Your Course semester was:**	Spring 2002	Summer 2001	Spring 2002	Spring 2002		
3	**Date Survey was posted**	05/01/02 @ 16:46	03/21/02 @ 11:18	06/13/02 @ 20:52	5/5/02 @16:44	5/7/02 @11:26	5/5/02 @ 21:23
4	**Course most accessed from:**	Home	Home		home	home	home
5	**What attracted you to this course?**	Time and dates of the course	Other: Opprtunity patici	Location (ability to take course online)	Location (ability to take the course online)	Location (ability to take the course online)	Location (ability to take the course online)
6	**Was this your first on-line course?**	Yes	Yes	No	yes	yes	yes
7	**Hours per week spent on the course:**	2	12	6	5	3	4
8	**Type of computer:**	PC	PC	PC	PC	PC	PC
9	**What is your gender?**	Female	Female	Female	F	F	F
10	**Age is:**	21	64	41	47	22	25
11	**Ethnicity**	Hispanic/Latino (non-white)	White (Non-Hispanic/Latino)	White (Non-Hispanic/Latino)	White	Black/Mexican	White
12	**Education level:**	Some college	Doctorate/Professional	Some college	Bachelors	Bachelors	Bachelors
13	**What did you like least about the course?**	Feedback was not available.	Jumping from module to module. Team assignments were difficult and not productive.	The continual problems I had with accessing and difficulties due to ISP incompatibility	Not knowing my colleagues.	Some of it was a tad bit confusing.	Not knowing if my e-mail attachments went through.
14	**What did you like most about the course?**	The content I gained a lot that will help me to work with families in the future.	The careful planning that had gone to taking the concepts and putting in internet form.	Ability to do modules on my schedule.	Flexibility and content	I like the fact that I could go at my own pace.	Information that I can use right away in my practice.
15	**What are you recommendations for improving the course?**	Give monthly feedback so student knows where they stand in the class at all times.	See above	(No answer provided)	One time meeting and papers returned with comments.	Maybe having more video presentations for examples.	More timely feedback on papers, maybe a confirmation for receipt of e-mail attachments.
16	**The online course was: (1 wonderful, 5 terrible)**	3 I gained a lot of knowledge but it took time to get used to the online class	5 I applaud the folks who developed the courses. It was carefully prepared. I was amazed at the flow	4 I loved the concept but I had a lot of problems with accessing due to ISP problems.	3	3	4 Excellent information that I can apply right away in my practice.
17	**The online course was: (5 exciting, 1 dull)**	4 It enhanced my knowledge on assessment.	4 Not a fair question for someone who is involved in assessment and shares your philosophical base.	4	4	4	4
18	**The online course was: (5 flexible, 1 rigid)**	4 I had a deadline and I had to meet it when I could	5 The flexbility may be in relationship to the bits and pieces that we were responsible for completing	5	4	4	4

		Jennifer Alarid 215	Jean Johnson 149	Sharon Hogland 207	Margaret Keller 179	Elizabeth Hamilton 195	Shanna Jarrett 194
19	The online course load was: (5 just right, 1 too much)	3 It took time to get used to, but the information was a lot to take in.	5 Felt course load was reasonable.	2	3	3	5
20	The online course was: (5 easy to follow, 1 difficult to follow)	5 Easy once you got the hang of it.	5 Confusing that you sent copies of the readings and also had online.	3 Sometimes it was hard to interpret what was required.	4	3	4 Some directions on when/where to submit assignments was confusing
21	The online course was paced: (5 just right, 1 too fast)	4 Week to week we have learned a different aspect of the perfromance competence framework.	5 Not really sure how this question differs from Q13	2	4	3	5
22	The course content: (5 easy, 1 difficult)	2 It was a bit too much to retain there was a lot of reading and it was at times difficult to understand.	5 One could have taken the online quizzes without having read material.	4	3	3	3
23	The objectives of the course were: (5 clear, 1 unclear)	5	3 Confused about the objective, about the framework? Or information to assess?	5	4	3	4
24	What is your level of experience in the assessments of infants-young children ages birth to 5 years?	1 Just what I have gained from the class.	4 I have years of experience in audiology and developmental assessments. I am an expert.	2	2	1	3 I have taught special education for 4 years, I don't think I'll ever be an expert.
25	Given your level of experience in the assessment of your children, how would you rate the level of difficulty or complexity of the information presented?	3	4 Not a fair question. It was simple, but should it not be for someone with so much grey hair?	3	3	3	3 I think I would have had difficulty if I had not had any experience.
26	The online course provided me with information and/or skills which I can use directly in my chosen field.	5	5 Information, resources and concepts were presented that I could use in training, but not assessment.	5	3	4	5
27	I feel the content has value for me as a person.	5	5 I learned new skills, chat room, set up web page, more comfortable with computer.	5	4	4	5 This will make me a better teacher.

		Jennifer Alarid 215	Jean Johnson 149	Sharon Hogland 207	Margaret Keller 179	Elizabeth Hamilton 195	Shanna Jarrett 194
28	The Reading Packet (received in the mail) was:[helpful to not helpful]	2	5 Good articles.	4	4	3	5 I could not access the readings from the library for some reason.
29	Online readings and articles (Adobe Acrobat-PDF files) were:	5	5 Appreciated powerpoints.	5	4	4	5
30	Prep quizzes were:	3	1 Too simplistic.	2	2	3	1
31	Powerpoint presentations were:	5	5 Great	5 I had problems running video and powerpoint at the same time.	4	4	3 The info was often too similar to the readings
32	Video clips (on the CD ROM) were:	5	Don't remember any. Did I miss something?	5 I had some problems with this aspect	4	4	5 It was easier to apply things to real life
33	Discussion Board were:	5	1	5	3	3	4 I enjoyed being able to interact with others at my own pace.
34	Chat sessions were:	3	1	1 I could never get teammates to meet.	3	2	4 See 27
35	Online Journal was:	5	4 Easy to use but missed feedback.	1 I did my assignments in Word.	4	3	3 Sometimes I felt as if I were just filling in space or regurgitating info from readings.
36	Online Web Links was:	5	1 Didn't use.	5 Valuable for future need in this area.	4	3	5 I appreciate new sources for information
37	Frequently Asked Questions were:	5	3	3	3	3	1 Not needed
38	Glossary of terms were:	3	1 Already knew all of the words.	3	3	3	1 Didn't use.
39	Listserv was:	2	5 Helpful	3	1	3	1 I only e-mailed my team and partner.
40	Help and Utility Center was:	2	Never used	2	4	3	1 Didn't use

		Jennifer Alarid 215	Jean Johnson 149	Sharon Hogland 207	Margaret Keller 179	Elizabeth Hamilton 195	Shanna Jarrett 194
41	~~Online search ability was:~~	5	Never used	3	--	3	1 Didn't use.
42	The instructor provided feedback in a timely manner.	4	5 Not fair considering it was during vacation for students and faculty.	5	3	4	3 Sometimes yes, sometimes no. There were also some glitches in receipt of assignments.
43	The instructor was available most of the time for my telephone call.	4	Never called	5	3	3	3 Didn't use.
44	The instructor provided the needed help and guidance I needed to suceed in the course.	4	5	5	3	3	3
45	The instructor contacting me by e-mail was helpful	4	5	3	3	4	5
46	The instructor evaluated my performance according to the stated course objectives and requirements.	4	Not applicable	4	3 Papers could be returned with comments noted using Word Editor	3	4
47	Concepts and techniques were explained clearly.	4	5	2 Some things weren't clear and required more time to complete.	3	3	5
48	You were encouraged to actively participate in the cource	2	5	5	4	4	5
49	Your individual questions/problems were discussed to your satisfaction.	4	5	5	3	3	5
50	Online course facilitated opportunities to apply content.	4	5	3	4	3	5
51	Online course related content to real situation.	4	5	3	4	4	5

		Joseph Madrid 206	Lisa Whitaker 197	Rosemary Neely 204	Melissa Garcia 196	Eva Hazlett-Sanchez 209	Avg.
1	Your Instructor was:						
2	Your Course semester was:						
3	Date Survey was posted	5/7/02 @ 11:55	5/8/02 @ 10:03	5/9/02 @ 8:44	5/10/02 @ 8:09	5/10/02 @ 18:27	
4	Course most accessed from:	home	home	home	home	work	
5	What attracted you to this course?	Course Content (ability to increase my knowledge)	Location (ability to take the course online)	Course Content (ability to increase my knowledge)	Other: Online	Location (ability to take the course online)	
6	Was this your first on-line course?	no	yes	yes	yes	yes	
7	Hours per week spent on the course:	6	5	4	4	5	5.81
8	Type of computer:	PC	PC	PC	PC	PC	
9	What is your gender?	M	F	F	F	F	
10	Age is:	35	20	47	22	44	35.62
11	Ethnicity	Hispanic	White	White	Hispanic	White	
12	Education level:	Some College	Some College	Bachelors	Some College	Associates Deg.	
13	What did you like least about the course?	Not enough time to further in depth on some of the material.	Group work. Everyone's schedules were so different.	Not seeing "real" people.	Feedback on assignments was not given until weeks later.	Trying to do group work was pretty difficult.	
14	What did you like most about the course?	Assessing what we saw on the video clips and the short stories.	The pace, as I could work on it when I had the time, and I could do it at my pace.	Content	The flexibility of having it online and the family centered info.	Learning a new approach to assessment in any context.	
15	What are you recommendations for improving the course?	Make it a face-to-face course.	For group chats e-mailing Holly with the time that is best.		A section where grades are listed; should have a section that includes comments from assignments.	Keep up chats and discussion board, but eliminate team work.	
16	The online course was: (1 wonderful, 5 terrible)	4	4 At times it was hard without classroom interaction, but I still learned a lot.	3	4	3	3.48
17	The online course was: (5 exciting, 1 dull)	5	4 There was so much information, that new ideas kept coming to mind.	5	4	4	3.95
18	The online course was: (5 flexible, 1 rigid)	2	4 There were many different types of assignments.	4	5	4	3.71

		Joseph Madrid 206	Lisa Whitaker 197	Rosemary Neely 204	Melissa Garcia 196	Eva Hazlett-Sanchez 209	Avg.
19	The online course load was: (5 just right, 1 too much)	2	4 The information was great and the assignments helped clarify the information and the concepts.	4 Time consuming, especially at the end when a lot of papers were required.	5	3	3.00
20	The online course was: (5 easy to follow, 1 difficult to follow)	3	4 Some of the assignments could have used a bit more information for clarification	4 A real learning experience technologically, at times formats or ?s came up @ what was expected	3 It was difficult to understand what was expected for some of the assignments	4	3.57
21	The online course was paced: (5 just right, 1 too fast)	2	4 A module a week was great	4 Too much at the end otherwise good	4	4	3.43
22	The course content: (5 easy, 1 difficult)	3	3 I feel that it was relevant and not too hard but not too easy	3 , but that's not a negative. I learned a lot! One or two articles too technical.	3	3	3.14
23	The objectives of the course were: (5 clear, 1 unclear)	5	4 It was laid out at the beginning so that we know what needed to be done.	4 Many were open ended, so I was not sure I knew the expectations.	4	4	3.86
24	What is your level of experience in the assessments of infants-young children ages birth to 5 years?	1	3 I have had more experience with children and the assessment of five year olds.	4 Pre-school teacher/director, but not formal therpeutic assessment.	3 A previous class in pre-school development	1	2.38
25	Given your level of experience in the assessment of your children, how would you rate the level of difficulty or complexity of the information presented?	3	3 Having experience helped me clarify information	3 A lot was presented that we truly need to know	3	3	2.90
26	The online course provided me with information and/or skills which I can use directly in my chosen field.	4	4 As a teacher the info will be used almost daily.	5 A family-centered approach, knowledge of the whole child are essential.	5 The family centered information was most beneficial	5	4.46
27	I feel the content has value for me as a person.	5	4 I have changed my way of thinking and looking at situations in light of the Framework.	4 In working with people, even my family, this was important.	4	5	4.46

		Joseph Madrid 206	Lisa Whitaker 197	Rosemary Neely 204	Melissa Garcia 196	Eva Hazlett-Sanchez 209	Avg.
28	The Reading Packet (received in the mail) was:[helpful to not helpful]	4	4 Great articles that gave useful information	4	2	4	3.43
29	Online readings and articles (Adobe Acrobat-PDF files) were:	4	4 Great resources to have for the future.	4 One or two were too technical others were great.	5	4	4.29
30	Prep quizzes were:	2	4 They gave me an overview of information.	3 So-so. They did not work well on my computer and were a source of frustration instead of a guide	2	2	2.00
31	Powerpoint presentations were:	--	4 For auditory learners these were great	4 I took notes on them all, a good alternative teaching method	3 They were often the same as the readings, just summarized.	2	3.24
32	Video clips (on the CD ROM) were:	5 Some of them were too short.	4	4 Good. See above	4	4	4.00
33	Discussion Board were:	5	4 It was great to hear other peoples thoughts and ideas as we can learn from each other.	4 So-so. It was difficult timewise to go back every day to check other's responses.	4	3	3.52
34	Chat sessions were:	2 It was very difficult to get everyone together.	4 I learn a lot from other people	3 Frustrating in wait time. Difficult to focus on one point, still good in thought content.	3	3	2.48
35	Online Journal was:	2	4 It was a place for me to put my thoughts.	3 Difficult to learn to use but good for short answers and getting us organized.	3	3	3.33
36	Online Web Links was:	3	4 The more information I can get the better I will become.	4 Some were very good and I will use again.	2	4	3.14
37	Frequently Asked Questions were:	3	4	3	-- I'm not sure what was meant by this questions.	4	2.57
38	Glossary of terms were:	3	4 Was able to clarify things if needed.	4 I used them a lot in the beginning.	4 More terms could be added.	4	3.38
39	Listserv was:	3	3	3	1 I could never get it to work at my house.	2	2.43
40	Help and Utility Center was:	1 Never used it.	4	3	3 I never used its services.	3	2.62

	Joseph Madrid 206	Lisa Whitaker 197	Rosemary Neely 204	Melissa Garcia 196	Eva Hazlett-Sanchez 209	Avg.
41 ~~Online search ability was:~~	2	4	3 Used some.	3	4	2.57
42 The instructor provided feedback in a timely manner.	4	3	4 There was a lot of paperwork, but Holly, David or Evelyn always replied quickly.	3 When questions were addressed specifically, yes.	4	3.48
43 The instructor was available most of the time for my telephone call.	5	4	-- Did not use.	3	4	3.14
44 The instructor provided the needed help and guidance I needed to suceed in the course.	5	4 Questions in e-mails were answered and clarified.	4	4	5	3.76
45 The instructor contacting me by e-mail was helpful	4	4 Greay way to communicate.	5 All were very good about that.	5	5	4.33
46 The instructor evaluated my performance according to the stated course objectives and requirements.	4	4	4 Objectives were clear most of the time, though very open-ended for critiques.	3 Not sure what her evaluation of my perfromance was.	4	3.29
47 Concepts and techniques were explained clearly.	3	4 All the information presented was useful to understanding the concepts.	4 Via computer, yes.	3 Some assignments were difficult to understand what was expected.	4	3.29
48 You were encouraged to actively participate in the cource	5	4	4 Required might be a better word.	4	5	3.86
49 Your individual questions/problems were discussed to your satisfaction.	5	4	4 Even with all the computer glitches.	4	4	3.81
50 Online course facilitated opportunities to apply content.	4	4 The different types of assignments were useful to fully apply content.	4	4	5	3.95
51 Online course related content to real situation.	5	4	5 Very useful	4	5	4.24

NEW ASSESSMENT: THROUGH SHARED WINDOWS Online Course
FOLLOW-UP SURVEY (COMPILED)

The following survey is intended to gather both quantitative and qualitative responses. These questions are based on changes that may have occurred as a result of your learning experience during the New Assessment: TSW online course. We want to capture the uniqueness of each individual's on-going experience with the course content. Specifically, we are interested in learning ways in which the material has effected your attitudes toward assessment principles and practice and whether any changes in attitude have been translated into changes in your actual practice. Both kinds of changes, **changes in thinking *and* changes in practice**, are of equal interest to us.

PLEASE MAIL SURVEY BY FEBRUARY 1, 2002 • *THANK YOU* FOR YOUR PARTICIPATION

USE OF NEW ASSESSMENT: THROUGH SHARED WINDOWS ONLINE COURSE CONCEPTS AND MATERIAL

	A GREAT DEAL	OFTEN	SOMETIMES	SELDOM	NOT AT ALL
1. I have referred to my class notes, class handouts, the illustrated graphic of the Performance Competence Framework and/or the readings for the course.	5	(.25) 4	(.63) 3	(.12) 2	1
2. I have shared ideas, handouts, the Performance Competence Framework graphic and/or the readings with **other professionals**: [I am actually holding a conference in which I asked of the people to come and present on what I had learned. Great stuff!!]	(.25) 5	(.12) 4	(.63) 3	2	1
3. I have shared ideas, handouts, the illustrated model of the Performance Competence Framework graphic and/or the readings with **families**:	5	(.25) 4	(.38) 3	(.12) 2	(.25) 1

4. I have not referred to and/or shared ideas from my class notes handouts, the Performance Competence Framework graphic and/or the readings with other professionals and families because:

[Because I am not currently working with children and families in an assessment capacity (I am an ASL and cannot yet assess).
In my last semester of grad school, I can only refer to my attitude and how I hope to change my practice and not how I am actually practicing.]
[I don't have the opportunity or time to spend w/families.]

1A. CHANGES IN ATTITUDE

1. My thinking about assessment planning has changed since my exposure to the TSW online course and the Performance Competence Framework.

ASSESSMENT PLANNING

A GREAT DEAL	OFTEN	SOMETIMES	SELDOM	NOT AT ALL
(25) 5	(.38) 4	(.25) 3	(.12) 2	1

2. Examples of this change are:

[The team is locking at play-based assessment and interventional–based assessment. OT/PT share assessment time.]
[I allow more time to become acquainted with the child and family before the assessment begins, The information I acquired through the course re-affirmed practices I utilize and made me more comfortable about the assessment process.]

a) I think about where this child may be coming from – environment, surrounding. b) The child is performing based on the safety & comfort they have. c) Try to address assessment in a way to make child comfortable.
a) I now think about the importance of inviting other disciplines to participate in planning and assessment
a) I realize more that whatever we do for a child assessment/therapy also affects the entire family.
a) Addition of content to coursework.
a) I am more cautious. b) Take more variables into account. c) Plan to take more time to gather info and more places for successes.

3. My current thinking about assessment planning has not changed because:
[I was already taking a transdisciplinary approach – this offered new terminology and different (somewhat) areas of focus but didn't change the essential way in which I think about assessment.]
[I had many of the concepts a part of my own philosophy of assessment.]

1B. CHANGES IN PRACTICE

1. My assessment planning (i.e. the steps I actually take to prepare for an assessment) has changed since my exposure to TSW online course and the Performance Competence Framework.

ASSESSMENT PLANNING

A GREAT DEAL	OFTEN	SOMETIMES	SELDOM	NOT AT ALL
(.12) 5	(.25) 4	(.50) 3	2	(.12) 1

2. Examples of this change are:
[I have not yet conducted an assessment, however, it would change by:
a) being aware of individual's culture & beliefs & b) conducting assessment in a comfortable environment.]
[Renew teacher observation, and parent observation.]
[I allow more time to become acquainted with the child and family before the assessment begins, The information I acquired through the course re-affirmed practices I utilize and made me more comfortable about the assessment process.]

a) ask for family input. b) Multidisciplinary assessment
a) I try to consider ahead of time and make arrangements that will work for the child's family.
a) More direct imnput from family (more familyized).
a) Make note of people who interact w/child that may not have been considered before. b) Consult PC Framework to make sure that I'm not missing something important.

3. I have not change my current assessment planning practice because: [I already used a child-centered approach.]

COMMUNICATION WITH FAMILIES

2A. CHANGES IN ATTITUDE

1. My thinking about communicating with families has changed since my exposure to TSW online course and the Performance Competence Framework.

A GREAT DEAL	OFTEN	SOMETIMES	SELDOM	NOT AT ALL
(.12) 5	(.50) 4	(.38) 3	2	(.25) 1

2. Examples of this change are:

   [Use less scores, more description of how child learns.

   [I have always treated families as I would want to be treated, if I were them. Your course has re-affirmed the need for respect always, and the necessity of unloading our own "baggage" before interacting with children and their families.]

a) I think to not but in to conversation and talk. It is better to listen to what the family has to say first. b) How to approach a family differs with each case, so to watch for cues in how the family interacts

a) I now think of a family as a system whose balance is affected by external and internal factors that must be taken into consideration.

a) I try to put myself in the family's shoes and try to portray a considerate and caring attitude towards the whole family.

a) Engage families more actively rather than settling for "passive involvement".

a) I often tell people about the Story of Little Bit to help them frame their assessment experiences. b) I think more about life circumstances that may determine how child is taught/socialized

3. My current thinking about communication with families has not changed because:

   [I use a very thoughtful, family inclusive approach.]

2B. CHANGES IN PRACTICE

1. The way in which I communicate with families has changed since my exposure to TSW online course and the Performance Competence Framework.

A GREAT DEAL	OFTEN	SOMETIMES	SELDOM	NOT AT ALL
(.12) 5	(.38) 4	(.38) 3	(.12) 2	(.12) 1

2. Examples of this change are:

   [Use less scores, more description of how child learns.]

a) Talking to them in way which they understand what is going on w/their child – and staying away from the use of jargon. b) Considering the cultural background of the family and try to understand some of their communication variables.

a) More open-minded and tolerant. b) Ask more open ended questions

a) I try to put myself in the family's shoes and try to portray a considerate and caring attitude towards the whole family.

a) I focus more on their input first.

a) I take more time to listen to their background info and concerns.

3. I did not change my current communication practice with families because:

   [I use a very thoughtful, family inclusive approach.]

3A. CHANGES IN ATTITUDE

1. My thinking about the way in which I gather information on a child prior to an assessment has changed since my exposure to the TSW online course and the Performance Competence Framework.

INFORMATION GATHERING

A GREAT DEAL	OFTEN	SOMETIMES	SELDOM	NOT AT ALL
(.12)	(.50)	(.38)	(.12)	
5	4	3	2	1

2. Examples of this change are:

a) Talk to teachers, parents, family, and any other people who have observed the child to get a good collection of accurate and helpful data.
b)
a) Communicate w/a variety of sources (i.e. parents, caregivers, teachers, and other therapists) to gain well-minded and most informed perspective of the child.
a) I try to look at the other activities both the child and their family are involved in besides their need for the assessment.
a) More persistent in gathering information from varied environments – particularly natural environments.
a) Higher value for parent's information.
a) I look into more nooks and crannies to understand the family's dynamics.

3. My current attitude about information gathering has not changed because:
[Child Find gathers information – I have a timeline and unable to do more right now.]

3B. CHANGES IN PRACTICE

1. The way in which I actually gather information about a child prior to an assessment has changed since m exposure to the TSW online course and the Performance Competence Framework.

INFORMATION GATHERING

A GREAT DEAL	OFTEN	SOMETIMES	SELDOM	NOT AT ALL
	(.25)	(.25)	(.12)	(.25)
5	4	3	2	1

2. Examples of this change are:
[I have not had to do this but would change: A) before I saw the client, I would talk to all other resources so I was fully prepared for the assessment.]
[I have taken more time and various inputs (environmentally, interactions with familiar/unfamiliar others, times of day, etc.) in gathering an composing information.]

a) a) I try to look at the other activities both the child and their family are involved in besides their need for the assessment.
a) More persistent in gathering information from varied environments – particularly natural environments.
a) I feel more comfortable in my preference for naturalistic and play-based assessment. b) I can be flexible and also feel assured that this is ultimately a better way to assess than with studied objectivity as most assessment require.

3. I did not change my current information gathering practice because:
[I am not currently assessing children.] [I have always used many sources to evaluate young children.]

4A. CHANGES IN ATTITUDE

1. My thinking about the way in which families should be given information following an assessment of their child has changed since my exposure to TSW online course and the Performance Competence Framework.

INFORMATION GIVING

A GREAT DEAL	OFTEN	SOMETIMES	SELDOM	NOT AT ALL
(.12)	(.50)	(.12)	(.25)	
5	4	3	2	1

2. Examples of this change are:
   [More functional based information, less scores.]

a) Families should be told about their child's assessment in jargon-free conversation. b) The clinician should express her availability to the family so they are able to ask questions at the time of assessment or at a later date.
a) Family friendly format (no jargon!). b) Results should be verbally explained and written in user friendly report. c) Family should be made to feel comfortable about asking questions and expressing further concerns.
a) They need to be given information in a respectful manner that portrays a caring attitude. It is important that we realize our assessment affects everyone in the family, not just the child.

3. My current attitude about information giving has not changed because: [I have been happy with the ways in which I share information with families – it is incorporates much of the Through Shared Windowsapproval.] [I believe strongly in sensitivity to parent issues and have traditionally tried to deliver difficult information in a sensitive, caring way.]

4B. CHANGES IN PRACTICE

1. The way in which I actually give information back to families following an assessment has changed since my exposure to TSW online course and the Performance Competence Framework.

INFORMATION GIVING

A GREAT DEAL	OFTEN	SOMETIMES	SELDOM	NOT AT ALL
	(.38)	(.25)	(.12)	(.12)
5	4	3	2	1

2. Examples of this change are:
   [I have not had to do this, but it would have been changed]
   [More functional based information, less scores.]

a) Sit down in a comfortable area where parents can concentrate on information. b) Allow a time for questions. c) Offer my number to family for any later questions they may have.
a) They need to be given information in a respectful manner that portrays a caring attitude. It is important that we realize our assessment affects everyone in the family, not just the child.
a) On the whole my thinking is broader, deeper understanding of normal as depending on where you stand. b) Urges me to take more of a family approach than the individual one that is my custom.

3. I did not change my current information giving practice because: [I have been happy with the ways in which I share information with families – it is incorporates much of the Through Shared Windows approval.]
[I believe strongly in sensitivity to parent issues and have traditionally tried to deliver difficult information in a sensitive, caring way.]

5A. CHANGES IN ATTITUDE

REPORT WRITING

	A GREAT DEAL	OFTEN	SOMETIMES	SELDOM	NOT AT ALL
1. My thinking about report writing has changed since my exposure to TSW online course and the Performance Competence Framework.	(.25) 5	(.38) 4	(.25) 3	(.25) 2	1

2. Examples of this change are:

[I still don't like it, but make sure the important components are present.]

a) I used to think all report writing as just delivering the info to other professionals and family w/out thinking about their feelings at the other end. Now I know that the report should be carefully written for all to see and get information from and work with.
a) Again, user friendly format and jargon-free language.
a) Will try to integrate report between disciplines.
a) I've always been pretty gentle but the course has given me reason to be more so. b) I check in more/ (i.e., how does this feel to you)?
a) I'm more aware of the negative connotation that the things I observe/write about may have. I'm more likely to state things from a growth potential perspective rather than as negative or static.

3. My current attitude about report writing has not changed because:

[I received a lot more exposure to this topic in my other classes and in my practicum experiences.]
[I have always been very child-centered.]

5B. CHANGES IN PRACTICE

REPORT WRITING

	A GREAT DEAL	OFTEN	SOMETIMES	SELDOM	NOT AT ALL
1. My report writing practice has changed since my exposure to TSW online course and the Performance Competence Framework.	5	(.25) 4	(.38) 3	(.12) 2	(.12) 1

2. Examples of this change are:

[More interpretive info more info on modifications needed to aid learning.]
[I still don't like it, but make sure the important components are present.]

a) I am careful with jargon use. b) I am sure to list child's positive actions/abilities. c) The disorder is written in careful and sensitive terms.
a) I received a lot more exposure to this topic in my other classes and in my practicum experiences.
a) More descriptive. b) More integrated with other disciplines
a) Changing content of grad courses – more emphasis on play-based and arena assessment.
a) A broader range of goals is possible. More attention is paid to the supports for early learning and how those may be improved.

3. I have not change my current report writing practice because:

6A. CHANGES IN ATTITUDES

1. My thinking about communicating with other professional has changed since my exposure to TSW online course and the Performance Competence Framework.

COMMUNICATION WITH OTHER PROFESSIONAL

A GREAT DEAL	OFTEN	SOMETIMES	SELDOM	NOT AT ALL
(.25) 5	(.25) 4	(.38) 3	(.12) 2	1

2. Examples of this change are:
   [Listening to SLP play-based cognitive info.]
   [I have always been open and cooperative in communicating with other professional's.]

a) I think about teamwork instead of not sharing ideas with on another. It seems that much more can be accomplished when a team works together to benefit the item at hand.
of information. Seeking their help and input not only establishes professional rapport, but also works in the best interest of the WHOLE child.
a) I thought more information on this subject could have been included, but the information given was helpful.
a) I have always focused on the importance of communication – this Model has reinforced my thinking in this area.
a) Encourage others to adopt a more child-centered , less standard – scope approach.
a) I'm now working in a different culture and am very aware of how much of my thinking results from my past experiences which are very colored by my culture. I am sometimes surprised at other professional's expectations that they be more like "us".

3. My current attitude about communication with other professionals has not changed because

6B. CHANGES IN PRACTICE

1. My actual communication *practice* with other professionals has changed since my exposure to TSW online course and the Performance Competence Framework.

COMMUNICATION WITH OTHER PROFESSIONALS

A GREAT DEAL	OFTEN	SOMETIMES	SELDOM	NOT AT ALL
(.25) 5	(.25) 4	(.38) 3	.12) 2	1

2. Examples of this change are:
   [Sometimes this is a "Catch 22" situation when families are reluctant to allow other professionals to service their children due to personality conflicts. I have learned a few "Neutralizing" techniques thru your course.]

a) I ask for their opinion/advise/new information on client or topic of interest.
a) I now often seek input from other professionals so that I can most effectively serve my students (i.e., OT resources, reading and classroom teachers).
a) I thought more information on this subject could have been included, but the information given was helpful.
a) Right now it is often I listen to their differences – that they expect English to be spoken in their presence, etc., and find I am more patient, more accepting and we have entered their space – not the other way around.

3. I have not changed my current communication practice with other professionals because: [I have always stressed this area in my assessment practice.]

Faculty Participant Feedback
Project Participation and the Through Shared Windows Online Course

Name/State	Institution	Importance of TSW Online Course	Implementation of TSW Online Course	Outcomes Achieved
Susan Sandall **Washington**	***University of Washington***	Comprehensive in terms of supporting materials and resources	Potential to use online course as a regular schedule course or Continuing Ed course	• Learned about teaching online • Gained information on new model of assessment • Discovered the complexities of online delivery of coursework
Mary Jo Schill **North Dakota**	***University of North Dakota***	Content excellent. Well organized into meaningful instructional modules. Application activities helpful, Written manual and support materials make course transferable.	I see it as being taught as a 'piece' of a course, taught through a workshop format and eventually as an online course through this University (perhaps through Continuing Ed)	• Disseminated course content in the state of ND • Trained someone from this state in PC Framework
Pam Lindsey **Texas**	***Tarleton State University***	Modules incorporated into existing courses	PC Framework – an assessment model that is child-centered. Believe it is a model that would vastly improve our assessment process for students with disabilities.	• Learned about online course construction • Met with colleagues face to face and online • Added to my professional knowledge regarding current best practices in assessment • Shared knowledge with students

Nancy Baptiste New Mexico	***New Mexico State University***	Course provided a new, holistic approach to assessment and a variety of learning strategies to support diversity of learning styles.	Information of particular value to NM Training & Technical Assistance Programs. Staff would benefit from this observation and could also become course instructors for staff from community early childhood programs.	• Enhanced knowledge base about assessment • Networking with colleagues • Technology enhancement in a new web-based environment • Rich and varied resources
Earnestine Kirtland Connecticut	***Gateway Community College***	Course materials would facilitate collaboration between faculty members in special education and early childhood.	TSW course and the PC Framework would improve the Spec. Ed. Intro. & Assessment courses at the Community College	• Learned how to transfer the online course materials • Understood the material on the Framework in a new way
Jean Johnson Hawaii	***University of Hawaii***	Course provided a new, holistic approach to assessment and a variety of learning strategies to support diversity of learning styles.	TSW course and Framework share with other islands and groups associated with UAP.	• Learned new Framework for assessment • Understood online delivery of course and transfer

Through Shared Windows Faculty Institute
University of New Mexico
March 8-10 & May 16-17, 2002
Evaluation

1. Do you think that the Institute adequately prepared you to teach the New Assessment: Through Share Windows course at your institution?

(4) ☐ *Yes* ☐ *No* *(2)* ☐ *Somewhat*

Why and/or why not. *{Lots of opportunities for qauestions & dialogue} {Yes, faculty were terrific} {The Institute provided a good overview of the framework and stimulated my thinking about the options for offering this course} {The Faculty did an excellent job. I feel comfortable that I can teach the content face to face and their videoconference. I have the tools to provide the course on-line, but my concern is the tech support/trouble shooting} {I think I know how to teach parts of the course and include it in two of my courses. I could also provide an orientation to Early Childhood Ed. and provide training for them. Mary BK provided a wealth of info on the "how to"} {I just need more time to study the content}*

2. Did participation in the institute increase your knowledge and understanding of delivering an on-line course?

(6) ☐ *Yes* ☐ *No* ☐ *Somewhat*

Comments: *{Great to have an opportunity to discuss with developer} {Lots of opportunities for questions and diablogue} {The presentations were a good review. I need to spend some time interacting with the material} {Absolutely. Many questions were answered- some I didn't even know how to ask} {Yes, Meave did an excellent job of explaining the model - giving examples to make points clear}*

3. Did participation in the Institute increase your knowledge and understanding of delivering an on-line course?

(5) ☐ *Yes* *(1)* ☐ *No response* ☐ *Somewhat*

Comments: *{Much hands-on activities} {I have been using Web CT as a course enhancement. The only way for me to learn new techology is to have it written out.} {My limited experience is more of a limiting factor then what was offered here} {David Porter's presentation (although limited)}*

4. How prepared do you feel to offer the on-line course through your institution? Rate your level.

(1) ☐ *High* *(5)* ☐ *Medium* ☐ *Low*

Share any reservation you might have: *{Opportunity} {I know I will need other technical assistance at the time} {I feel that I will just need to jump in and try the on-line course; my questions will emerge.}*

{Same as #1} {I will have to decide the format for this course - or parts of it. I will have to process all the info and decide what is best and feasible} {Getting it ready, having the time

5. Which Institute sessions were most helpful? *{Discussions} {Framework with Meave and lessons learned} {"Going with the Flow" - appreciated hearing Mary 's teaching expierience with the course} {Game was invaluable with real time feedback, Meave's comments helped a lot. Adaptations. Info regarding on-line course, Interactive discussions and problem solving, and I was excited about wire video} {All, expecially the explanation of the Performance Competence Framework and options for using model presented by Mary} {David's tech game}*

6. What suggestions do you have for improvement of the institute?

{Have tech instructions written out} { I don't know what could be eliminated, but I would have benefited from more tech time especially the Blackboard and HTML} {I needed more tech support - WebCT Blackboard. Real examples to carry out an assignment of transforming info to WebCT and Blackboard} {Process time, brain breaks, hands on activities - a bit too much lecture!} (Better instructions on the "Game"} {Constrict time slots - they were probably more appropriate for a larger group}

IX. Project Impact

IX. Project Impact

Description of Disseminated Products

The products developed and disseminated during the Through Shared Windows (TSW) Outreach Project provided faculty member participants a variety of formats to use in both understanding and application of the Performance Competence (PC) Framework and in incorporating and offering the material in their coursework at their institution. The products also were offered to others interested in the PC Framework or the TSW course. The products reflect training techniques that staff has found to be particularly effective (visual and auditory presentations, individually paced, practice and application) with the training techniques that research has shown to be effective (feedback and follow up).

These products (see Product List) include **Through Shared Windows (TSW) Online Course**, a16-Module Online Course in HTML format based on the Performance Competence Framework for assessment of young children and their families that was distributed to Faculty Participants to deliver at their institution. Faculty were asked to sign a Course Transfer Agreement that allows them to offer the online course to students at their institutions. As a companion to the HTML course, the **TSW Online Course Instructor Guide** was developed to provide guidance and support in delivering the online course. The Guide included a CD-ROM of power point presentations with audio for each area of the Framework and tips for organizing and facilitating the online course.

Two other products, the **Through Shared Windows (TSW) Curriculum** and the **Traditional Course Instructor Guide,** were developed to provide faculty member participants an alternative to delivering the course online. The **Through Shared Windows (TSW) Curriculum** provides a collection of readings on the Performance Competence Framework and the **Traditional Course Instructor Guide** provides guidance in delivering a traditional face-to-face semester course. The Guide includes a syllabus, class schedule, power point presentations (CD-ROM and note format), additional overheads, activities, and assignments.

The third product disseminated was the **TSW In-service Training Manual** that provides guidance in designing and delivering a workshop or in-service training session, The Manual includes information on working with families, conducting observational assessments, applying the PC Framework, forms, and practice activities. An overview of the PC Framework is provided for review. The PC Framework is an observational assessment process that is used to identify intervention/support strategies for children birth to eight years old.

In addition, two supporting products were made available to project participants for the application of the Performance Competence Framework, the video **Justin: A Case Study** and the PC Framework Game. The Justin video looks at a young child as he interacts with his family at home, plays and engages in activities at his preschool, and visits his grandparents. Justin's family and teacher share their concerns, discuss Justin's strengths, and talk about what they would like to see happen for Justin, now and in the future. Justin is almost three years old and has Down Syndrome. His family is concerned about his language development and other developmental issues. Justin is very engaging and the video is a delight to view. It is a great tape to show students, to discuss development and to practice observing behavior in teams. The **PC Framework Game** provides an engaging application activity of the PC Framework to Justin and his family. The game allows students to apply information learned from the cases study to the Framework during a team activity

LIST OF PRODUCTS
Through Shared Windows Outreach Project

PRODUCTS	DESCRIPTION	COST
Through Shared Windows (TSW) Online Course	HTML Disk of the TSW 16-Week Online Course based on the Performance Competence Framework for Assessment of Young Children and their Families	Negotiable
Through Shared Windows (TSW) Online Course Instructor Guide	Instructor Guide	Negotiable
Through Shared Windows (TSW) Curriculum	Collection of Readings on the Performance Competence Framework	$125.00 for Curriculum/Instructor Guide
Through Shared Windows (TSW) 16-Week Traditional Course Instructor Guide		Included with the TSW Curriculum
Justin Video Tape	Case Study of a three year old used in the Application of the Performance Competence Framework	$25.00
Performance Competence Framework Game	Game used in the Application of the Performance Competence Framework	$15.00
Through Shared Windows (TSW) Inservice Training Manual		$35.00

For further information on the Through Shared Windows Outreach Project or purchasing products
Contact Holly Harrison at the University of New Mexico, Hokona Hall 377,
Albuquerque, NM 87131-1231, (505)277-0204, hharriso@unm.edu or
visit our web site www.newassessment.org.

Dissemination Activities 1999-2003

Dissemination activities included brochures, annual summaries, Through Shared Windows (TSW) Products, proposals to national and local conferences, submissions to publishers and information on www.newassessment.org web site.

PRODUCT	CONTENT	AUDIENCE	ACTIVITIES
Brochures/ Flyers	Description of TSW Outreach Project	NM Early Intervention Programs, State agencies & ICC	Brochures distributed to NM EI programs, OSEP Meeting, Higher Education Task Force
Annual Progress Reports	Review of project findings, activities and results	State Agencies Funding Source	Progress Reports completed and sent 2000, 2001, 2002 Final Report 2003
TSW In-service Training Manual, Justin Video	Manual and video	State Agency Participants	Complimentary copies of the TSW Inservice Training Manual and the Justin Video Case Study distributed to Participating State Part C or 619 Coordinators in Connecticut, Colorado, Hawaii, New Mexico, Texas, Utah, and Washington State., and North Dakota.
Proposals to national & local conferences	Proposals introducing the project, PC Framework. Online Course products and	Conference Attendees	Presented Information: OSEP/NECTAS National Conference Pacific Rim Conference on Disabilities

PRODUCT	CONTENT	AUDIENCE	ACTIVITIES
Materials submitted for Publication	TSW Curriculum, TSW Course Guide, TSW In-service Training Manual	Field of Early Childhood and Special Education	Submitted developed Products to VORT Publications for review and possible publication
Flyers announcing Online Course	Description of TSW Online Course	Outreach Partner States	Brochures distributed to participating state agency personnel to disseminate to early interventionist and special educators.
TSW Online Course	3 credit semester course online	Outreach Partner States	Provided three semesters of the TSW online course to students in participating states and a summer course to Faculty Member Participants.
Faculty Institute	Institute to learn how to deliver TSW online	Faculty Member Participants	Participants from universities and colleges in Connecticut, Hawaii, New Mexico, Texas and Washington State participated in the Institute. and North Dakota.
Web Site	Information on Project, Online Course, products and materials	Internet Users	Posted TSW information on Early Childhood Resources: New Assessment web site www.newassessment.org

Performance Competence Framework: Through Shared Windows
A New Framework for Observational Assessment of Young Children

Presented by
Holly Harrison, Ph.D. - UNM Center for Family & Community Partnerships
At the
19th Annual Pacific Rim Conference on Disabilities
Honolulu, Hawaii
February 10-11, 2003

This presentation provides a brief introduction to the **Performance Competence Framework** for observational assessment, which focuses on the child within the context of personal characteristics, preferences, environments, family and culture. The Framework re-orders known information into a holistic picture that provides a reference for understanding a larger body of information and requires attention to neurological underpinnings of performance and consideration of how all aspects of the child's abilities interact. The purpose of the **Framework** is to present 'shared windows', through which family members and professionals may look in assessing or providing services to young children. The 'shared windows' encourage the inclusion of critical factors that support and compromise a child's performance and competence.

AGENDA

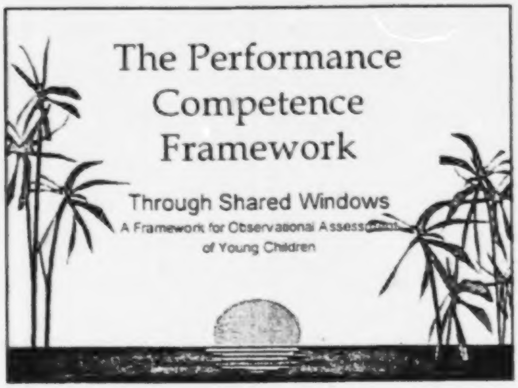
Introduction/Overview

Brief overview of the PC Framework
- Core of the Model (Quality of Life, Membership, Personal Sense of Competence)
- Givens
- Key Factors Underlying an Efficient Adaptive Response
- Comfort and Safety Cycle
- Areas of Function and Interaction

Application of the PC Framework
- PC Framework Game

Questions?

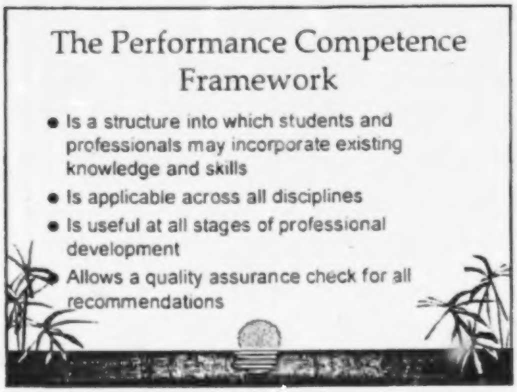
Holly Harrison
University of New Mexico/CFCP
Hokona Hall Room 377
Albuquerque, New Mexico 87131
(505) 277-0204
hharriso@unm.edu
www.newassessment.org



The Performance Competence Framework

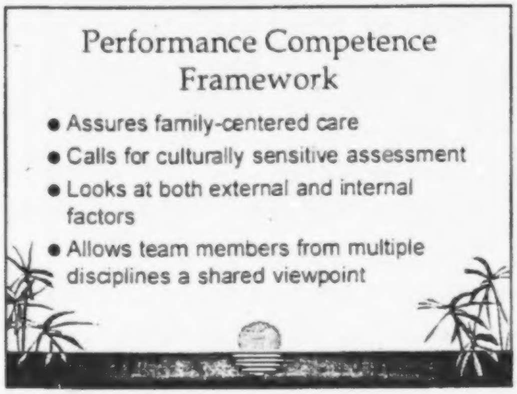
Through Shared Windows

A Framework for Observational Assessment
of Young Children



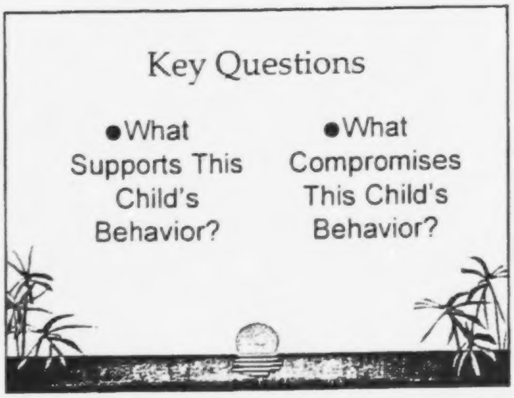
The Performance Competence Framework

- Is a structure into which students and professionals may incorporate existing knowledge and skills
- Is applicable across all disciplines
- Is useful at all stages of professional development
- Allows a quality assurance check for all recommendations



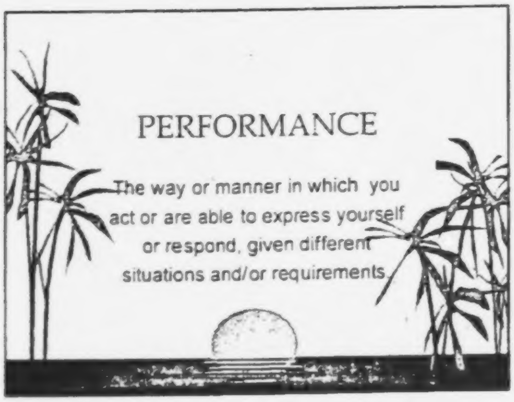
Performance Competence Framework

- Assures family-centered care
- Calls for culturally sensitive assessment
- Looks at both external and internal factors
- Allows team members from multiple disciplines a shared viewpoint



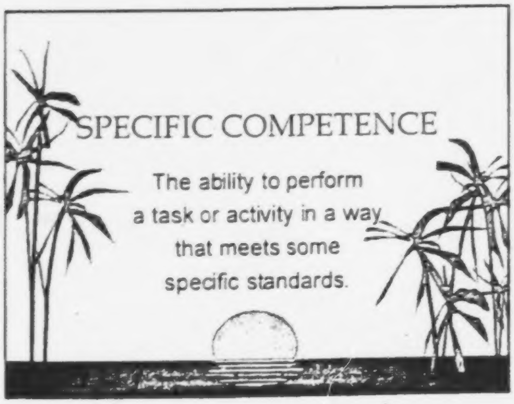
Key Questions

- What Supports This Child's Behavior?
- What Compromises This Child's Behavior?



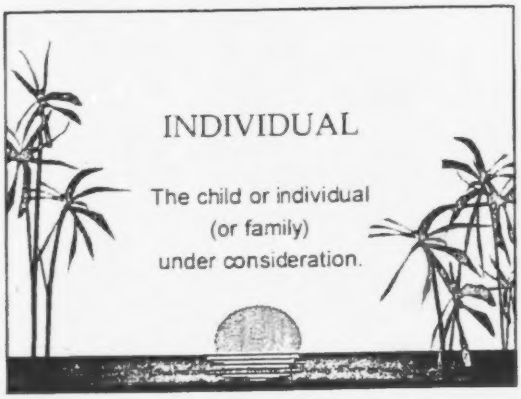
PERFORMANCE

The way or manner in which you act or are able to express yourself or respond, given different situations and/or requirements.



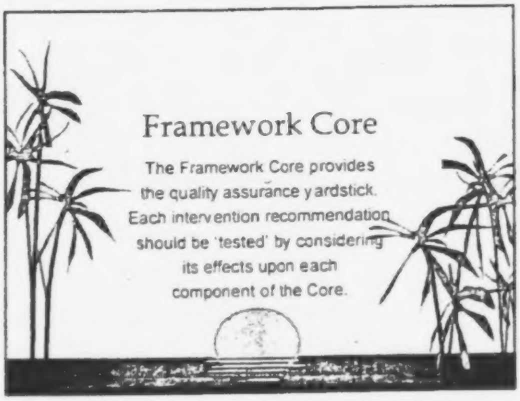
SPECIFIC COMPETENCE

The ability to perform a task or activity in a way that meets some specific standards.



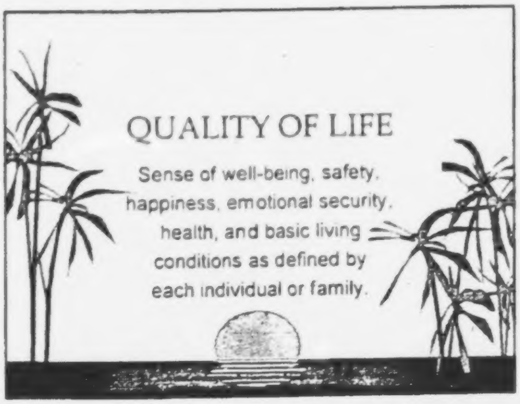
INDIVIDUAL

The child or individual
(or family)
under consideration.



Framework Core

The Framework Core provides
the quality assurance yardstick.
Each intervention recommendation
should be 'tested' by considering
its effects upon each
component of the Core.



QUALITY OF LIFE

Sense of well-being, safety,
happiness, emotional security,
health, and basic living
conditions as defined by
each individual or family.

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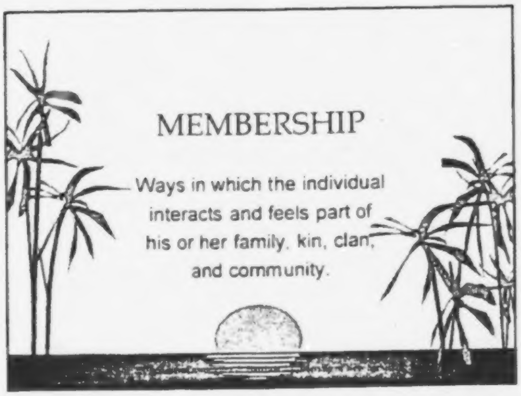
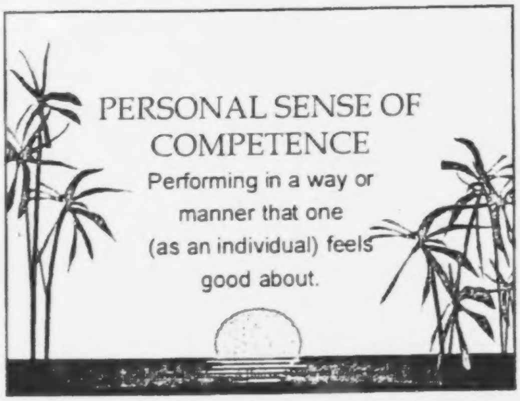


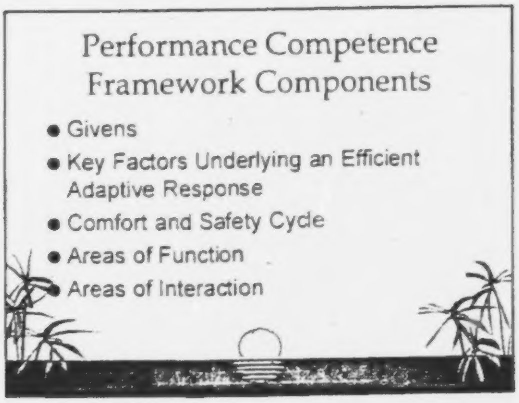
MEMBERSHIP

Ways in which the individual interacts and feels part of his or her family, kin, clan, and community.



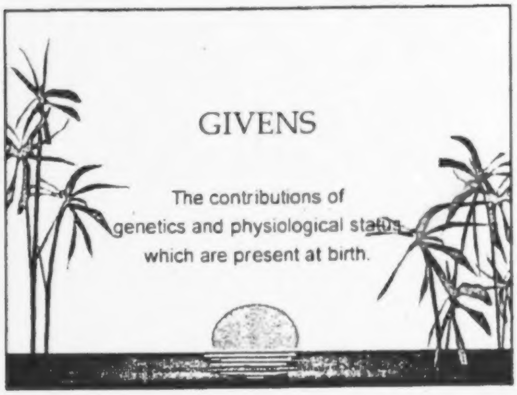
PERSONAL SENSE OF COMPETENCE

Performing in a way or manner that one (as an individual) feels good about.



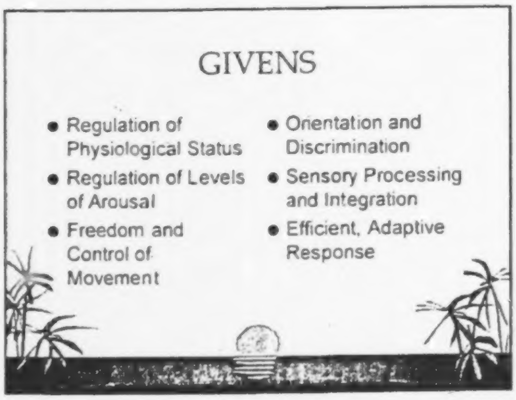
Performance Competence Framework Components

- Givens
- Key Factors Underlying an Efficient Adaptive Response
- Comfort and Safety Cycle
- Areas of Function
- Areas of Interaction



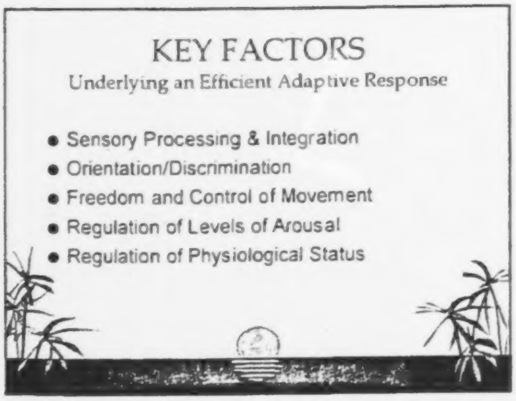
GIVENS

The contributions of genetics and physiological status which are present at birth.



GIVENS

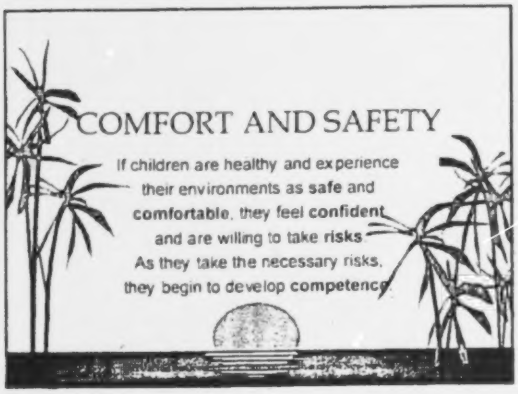
- Regulation of Physiological Status
- Regulation of Levels of Arousal
- Freedom and Control of Movement
- Orientation and Discrimination
- Sensory Processing and Integration
- Efficient, Adaptive Response



KEY FACTORS

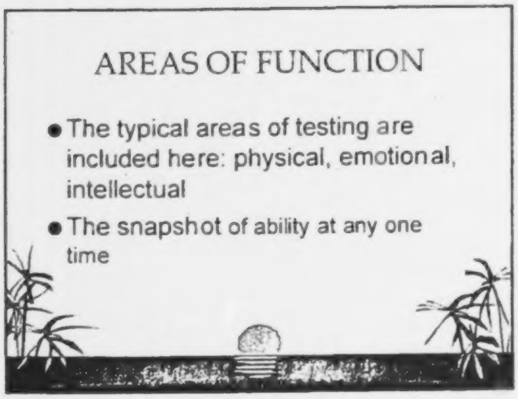
Underlying an Efficient Adaptive Response

- Sensory Processing & Integration
- Orientation/Discrimination
- Freedom and Control of Movement
- Regulation of Levels of Arousal
- Regulation of Physiological Status



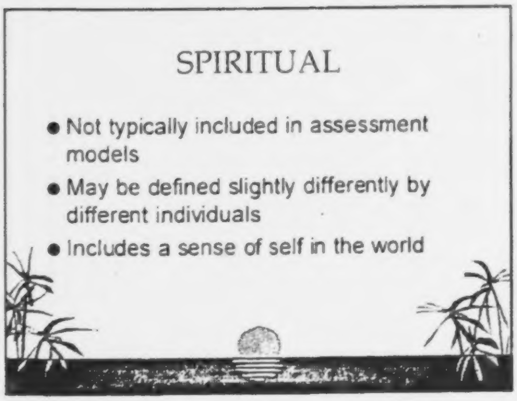
COMFORT AND SAFETY

If children are healthy and experience their environments as **safe** and **comfortable**, they feel **confident** and are willing to take **risks**. As they take the necessary risks, they begin to develop **competence**.



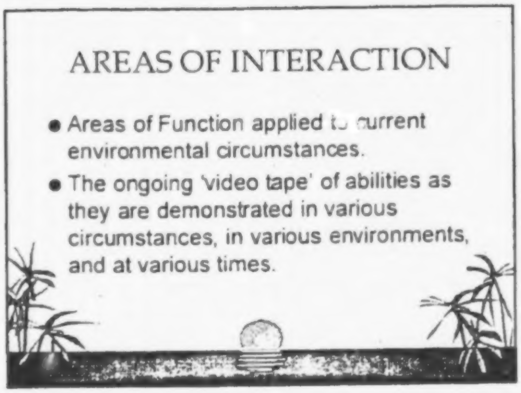
AREAS OF FUNCTION

- The typical areas of testing are included here: physical, emotional, intellectual
- The snapshot of ability at any one time



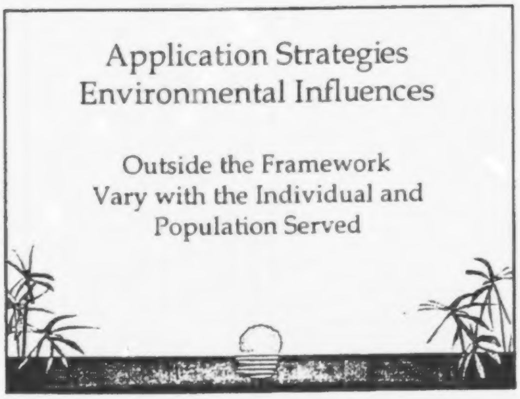
SPIRITUAL

- Not typically included in assessment models
- May be defined slightly differently by different individuals
- Includes a sense of self in the world



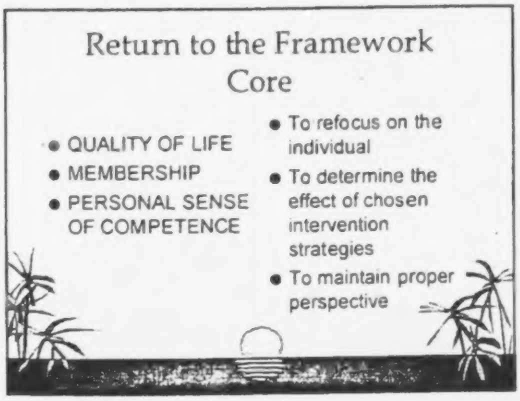
AREAS OF INTERACTION

- Areas of Function applied to current environmental circumstances.
- The ongoing 'video tape' of abilities as they are demonstrated in various circumstances, in various environments, and at various times.



Application Strategies Environmental Influences

Outside the Framework
Vary with the Individual and Population Served



Return to the Framework Core

- QUALITY OF LIFE
- MEMBERSHIP
- PERSONAL SENSE OF COMPETENCE

- To refocus on the individual
- To determine the effect of chosen intervention strategies
- To maintain proper perspective

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XI. Future Activities

Description of Future Activities

X. Statement of Future Activities

Through Shared Windows (TSW) Co-Principle Investigator/Director is planning and working on several activities to insure the TSW materials and products continue to be disseminated locally and nationally after the end of the Project. These activities include obtaining continuation funding through local and federal sources, ongoing dissemination of information on request, publishing the developed materials, and continuing to host the New Assessment web site. In addition, faculty participants from seven universities or colleges will be incorporating the material into their pre-existing courses and/or offering the online course to their students at their institution.

Below is a list of specific future activities:

1. Staff will be developing a proposal that will adapt the TSW materials to an AA program for paraprofessionals. The new proposal will be based on the TSW Outreach but will be a collaborative project involving the New Mexico leaders working on addressing the charge in the "No Child Left Behind" Act.
2. Staff will continue to provide training both locally and nationally on the Through Shared Windows and the Performance Competence Framework in response to requests from the field, present information on the Framework and Process in the University of New Mexico classes, and submit proposals to present information on the TSW Process at conferences.
3. Faculty members from the six participating states (Connecticut, Hawaii, New Mexico, North Dakota, Texas, and Washington) have agreed to offer the course or incorporate the material into existing coursework at their institutions by next year. They also have agreed to collect data on their offerings.

4. The Through Shared Windows Curriculum, Instructor Guide and Inservice Training Manual have been submitted to VORT Corporation for review and possible publication.
5. The Director will continue to monitor the web site, which is currently partially supported by another project.

XI. Assurance Statement

XI. Assurance Statement

I, Holly Harrison, Co-Principle Investigator for Through Shared Windows (TSW) Outreach Project certify that the full and final report on TSW funded by United States Department of Education, Office of Special Education and Rehabilitation Services (OSERS) has been sent to ERIC and copies of the title page and abstract have been sent to the other addresses on the attached sheet.

Holly Harrison, Co-Principle Investigator
Center for Family & Community Partnerships
University of New Mexico/COE

Signature Holly Harrison

Date 3-4-03

Appendix A

Through Shared Windows Online Course

- Course Description
    - Site Map
    - Course Structure
    - Course Syllabus
    - Course Modules

- TSW Online Course Pilot Data

- Student Evaluation Data

- Student Follow-Up Survey Data

Online Course

New Assessment Documents
Search Form

Keywords:
Max Returned Results: 10
Search

Welcome
Course Structure
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Communication
Help/Utilities
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For Instructors
About Us

Site Map

Welcome
- Instructor's Bios

About Us
- Description of Development Team

Course Structure
- Description of each component of this course.

For Students
- Student Web Pages
- Student Discussion Board

Communication
- Listserv
- Enter Chat Room
- Discussion Board
- Student E-Mails

Syllabus
- Goal
- Learning Objectives
- Target Audience
- Prerequisites
- Instructional Material
- Student Requirements & Role
- Instructor Role
- Hardware & Software Requirements
- Student Assessment/ Evaluation Plan
- Tuition for the Course
- College Credit Information

Modules
- Module 1
- Module 2
- Module 3
- Module 4
- Module 5
- Module 6
- Module 7
- Module 8
- Module 9
- Module 10
- Module 11
- Module 12
- Module 13
- Module 14
- Module 15

Resource Room
- Readings
- Powerpoint/ Audio
- Notebook
- Course Glossary
- Tech Glossary
- Self Quizzes
- Web Links
- Video
- FAQs

Help/Utilities
- Attachments
- Chat Room
- Emailing Classmates
- Movies on CD-ROM
- Editing Student Web Pages
- Advanced Search Options
- Portable Document Files (PDF)
- Plug-Ins
- Real Player
- Configuring E-mail
- Online Technical Support Sites
- Being an Online Student
- Expectations of Students on the Web
- Managing Files and

For Instructors

About Us

Working Offline

⇒How to Ask for Technical Assistance

⇒Managing Files

Site Map

Welcome	About Us	Course Structure	For Students	Communication
⇒Instructor's Bios	⇒Description of Development Team	⇒Description of each component of this course.	⇒Student Web Pages	⇒Listserv
			⇒Student Discussion Board	⇒Enter Chat Room
				⇒Discussion Board
				⇒Student E-Mails

Online Course

Course Structure

- Welcome
- Course Structure
- Syllabus
- Modules
- For Students
- Resource Room
- Communication
- Help/Utilities
- Search
- For Instructors
- About Us

The materials for this online course materials are organized into modules. Modules contain learning activities such as readings, PowerPoint presentations, group discussion projects, and communication activities. All the modules will be available the first day of class to allow you to review all course materials.

You can navigate through the course using the menu bar located on the left hand side of the web page. Hypertext links (text that is linked to other web pages) is another easy way to navigate to different sections of the course. Most student activities in the modules will have hypertext links to the reading documents, PowerPoint presentations, discussion board area, chat room, student notebooks, E-Reserve Library, etc.

Each course menu category is explained below.

Welcome:
The welcome page is the first page you will see after you have been authenticated. Its purpose is to welcome you to the course and to introduce you to your instructor.

Syllabus:
The Syllabus page provides information on:

- Course Goals and Objectives
- Student's Role/Requirements
- Instructor's Role
- Target Audience
- Hardware and Software Requirements
- Student Assessment/Evaluation Plan
- Tuition for the Course
- College Credit Information

Modules:
There are 15 modules for this online course. It is expected for each module to take a week to complete with the exception of Module 2, which is scheduled for 2 weeks. Modules are made up of readings, group activities and individual projects. Each module contains the current module number, prep quiz, title, completion date, introduction, and the readings, activities and assignments associated with the particular module. In Modules 6 & 7, there are assignments which require you to view video tapes. The ordering information to purchase these videos follows:

"Flexible, Fearful & Feisty" (ordering information)
"Child Observation Techniques" (ordering information)

If you do not want to purchase these videos, you can do the alternative assignments which are listed in these modules.

The Prep Quizzes are provided to give you an idea of what knowledge you will acquire by the completion of each module. All quizzes are for self-assessment and the results will NOT be shared with the instructor or other students.

For Students:
This page is for students to learn about each other and exchange information. Each student will develop a simple web page that can be updated anytime while in the course. We strongly encourage that you share information about yourself so that other distant students will learn about your hobbies, professional interests and personal interests. Please provide us with a picture of yourself or another favorite photo that you wish to have posted on your web site.

Help/Utilities

Search

For Instructors

Resource Room:
This page contains a list of links to most of the resources that we have provided. From here you can access your personal notebook, PDF documents, PowerPoint presentations, glossaries, web links, prep quizzes, Frequently Asked Question's (FAQ's), video information and E-Reserve Library research articles.

Communication:
This page offers you direct access to contact information for other students, discussion boards, chat rooms and the listserv.

Help/Utilities:
This section was designed to give you step-by-step instructions on how to solve the most common technical problems.

Search:
This page is designed to help you locate information on our web site only. This particular search engine can even search through PDF documents.

Management:
This section is reserved for instructors and course designers.

| Welcome | Course Structure | Syllabus | Modules | For Students |
| Resource Room | Communication | Help/Utilities | Search | For Instructors | About Us |

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Funded by the Department of Education. If you have technical questions, e-mail the WebMaster.
If you have any questions or comments about the content, e-mail Dr. Holly Harrison.

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Course Syllabus

Spring 2002

Table of Contents

- Goal
- Learning Objectives
- Target Audience
- Prerequisites
- Instructional Materials
- Student Requirements and Role
- Instructor Role
- Hardware and Software Requirements
- Student Assessment/Evaluation Plan
- Tuition of the Course
- College Credit Information
- References

Goal

Participants will be able to provide comprehensive, family-centered, and culturally responsive services through the use of an assessment framework. This framework depicts the uniqueness of each child and family and opens shared windows through which various disciplines may view young children, thus complying with mandates of the Individuals with Disabilities Education Act (IDEA).

Learning Objectives

Students will be able to:

1. Understand and illustrate the basic principles of the Performance Competence Framework (PCF) in their own lives, a case study, and their practice:

- Describe and explain the core elements of the PCF and the "oversight" function provided by these elements;
- Identify underlying factors which both support and compromise a child's performance.

2. Explain the basic tenants underlying family-centered practice:
   - Identify and describe practices that are family-centered within their own work/practicum environments;
   - Summarize the basic components of family systems theory;
   - Articulate a personal philosophy incorporating family systems theory into their own work with families.
3. Explain the social, political, and academic forces that have influenced assessment practices within the fields of early intervention:
   - Evaluate current assessment practices with young children.
4. Identify and describe basic biological/genetic factors, temperament styles, cultural influences and basic biological drives that affect everyone in daily life.
5. Describe the basic principles, philosophies, and practices of qualitative observation:
   - Explain the differences between the observation of behavior and the interpretation of behavior, events, and actions.
6. Identify, describe and apply principles and techniques of effective communication with families including use of appropriate vocabulary, location, content, and culturally respectful strategies.
7. Describe potential modifications of an assessment for a child from a different culture within a workplace or practicum site.
8. Describe the sensory processing system, differentiating beween the neurophysiological components and behavioral correlates.
9. Explain the comfort, safety, confidence, risk, and competence cycle experienced throughout an individual's lifespan predicting possible or actual comfort and safety issues in novel learning situations.
10. Demonstrate the ability to work on an interdisciplinary team with a shared perspective of an integrated framework.

Target Audience

Early Childhood Professionals (teachers, interventionists, therapists, administrators, etc.) and Family Members of Young Children with Special Needs

Prerequisites

Bachelor's degree required for graduate credit. Individuals without bachelor's degrees may receive undergraduate credit, certificate of completion or University of New Mexico Continuing Education Credits (CEU's).

Classwork will be conducted individually, in pairs and in teams of 4 people. You will be assigned to a pair and team at the beginning of the semester.

Instructional Materials

Printed Materials:	• Student Guide • Reading Packet of Articles • PC Framework Graphic
CD-ROM:	• Video Lectures • PowerPoint Presentations with audio • Child Video Clips
Video Tape:	• "Justin" Case Study
Online Materials:	• Readings - PDF & MS Word Format • Activities • Assignments • E-Reserve Library - Research Article

Student Requirements and Role

- Students must have access to a computer with the minimal requirements (see Software and Hardware Requirements below)
- Students must participate in team activities and assignments.

Each student is required to actively PARTICIPATE!
Participation involves:

1. Taking the time to read the online course materials and using the resources to actively apply the concepts that this course is promoting.
2. Reading other students' responses (listserv and discussion board messages) and relating your experience with theirs. We wish to create a learning environment similar to a traditional classroom.
3. Responding to reading materials, video clips, chat room discussions, discussion board postings, activities, and to the instructor and other students with questions and comments (examples, analogies, experiences) to help yourself and others apply what you have learned.
4. Providing feedback to your instructor about the modules, learning activities and assignments.

Instructor Role
Your instructor is there to guide you, encourage critical thinking skills, and independent learning skills and encourage students to interact and learn from each other. Your instructor will help you find the answers to your

questions. You can expect your instructor to:

- Read individual messages and respond to questions within a reasonable time. Instructors, however, will not actively participate in the discussion board area.
- Respond to student comments and student-to-student discussion board comments with encouragement and additional information if warranted.
- Post additional supporting materials throughout the class.
- Ask questions throughout the course to generate group discussions.
- Direct students to the answers versus giving the answers and encouraging students to share their outcomes.

Hardware and Software Requirements

- A pentium class PC machine or Macintosh with monitor
- Modem connections 28.8kbps or faster
- CD-ROM 4X or higher
- Audio Speakers
- Web Browser:
  - Explorer 4.0 (FREE at http://www.microsoft.com/downloads/search.asp)
  - (AOL web browser users might experience technical difficulty)
- Adobe Acrobat Plugin (Free) Adobe Get Acrobat Reader
- Real Audio/Video Plugin (Free) real player FREE

Student Evaluation Plan

Your grade will be based on the following:

Undergraduate Students:
50% - Graded Assignments - 4 assignments and the Final Paper
20% - Non-graded Assignments - 6 assignments
20% - Participation - 6 Discussion Forums and 2 Chat Activities
20% - Online Notebook - 16 Entries

Graduate Students
Assignments above plus additional requirements in Module 16.

Tuition of the Course

CREDIT: Application fee - Non UNM Students	$10.00
Undergraduate Credit (3 hrs):	$378.30
Graduate Credit (3 hrs):	$417.00
Continuing Education Credit (CEUs):	$20.00
Certificate of Completion:	Complimentary
Materials Fee (required):	$35.00

College Credit Information

This course is offered through the University of New Mexico's Extended University for three (3) undergraduate or Graduate credit.

Click Here to View To View Course Modules

References

Included in references are the materials used to develop this course and additional sources for further study.

Click Here For References

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If you have any questions or comments about the content, e-mail Dr. Holly Harrison.

Course Modules

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* Spring Break March 11, to March 17.

Date	Module No.	Module Topic	Due Date
Jan 14, 02	0	Premodule	Jan 20, 02
Jan 21, 02	1	Performance Competence (PC) Framework: Overview	Jan 28, 02
Jan 29, 02	2	The Application of the Performance Competence: Application	Feb 03, 02
Feb 04, 02	3	Family Centered Practice	Feb 10, 02
Feb 11, 02	4	The Performance Competence Framework Core	Feb 17, 02
Feb 18, 02	5	The Assessment Process: Historical and Current Practices	Feb 24, 02
Feb 25, 02	6	Givens: The Biological Basis of Behavior	Mar 03, 02
Mar 04, 02	7	Observational Assessment	Mar 09, 02
Mar 18, 02	8	The PC Framework Applied: Justin	Mar 24, 02
Mar 25, 02	9	Family Centered Communication Skills	Mar 31, 02
Apr 01, 02	10	Environmental Influences: Family Systems Theory	Apr 07, 02
Apr 08, 02	11	Performance Competence Framework: Review and Practice	Apr 14, 02
Apr 15, 02	12	Key Factors Underlying an Efficient Adaptive Response	Apr 21, 02
Apr 22, 02	13	The Comfort and Safety Cycle	Apr 28, 02
Apr 29, 02	14	Areas of Function and Interaction	May 05, 02

Through Shared Windows

Pilot Test Results

Evaluation Data

Evaluation survey results have been posted on our web site. Most of the pilot test participants provided us with feedback (N=6). We will discuss the data from the survey at the meeting.

http://www.newassessment.org/management/eval_results.cfm

Debrief from Pilot

The pilot test indicted that we still have a lot of work to do. I personally felt that the test provided us with some good data about student navigation and what types of support resources are still needed to make things run easy and fast for the online student. We should focus on providing lots of hands-on materials about the course even before the students start taking the course. A small "users manual" can illustrate the basic components, categories, guiding philosophies, *student and computer requirements, and anything else that needs to be explained in order to reduce the students* online course confusion and concerns. Novice computer users were confused and experienced frustrations with the technology part of our course. Our target audiance will appreciate helpful materials to make the learning paradigm shift a little bit easier.

I believe still that having a "Student Packet" will improve student satisfaction with obtaining ALL the readings for this course. The expense will be covered by the "student supply fees".

Evaluation is still important part of this course and I will continue to obtain data form all the stateholders of this project as we continue to get closer to our Spring deadline. Your comments and suggestions are always appreciated.

Another instructional design meeting has to take place in the beginning of Sept. We will discuss the learning objectives, activities and support resources for the other moduls. This might be a 2-3 day meeting.

Changes to be made to course

Content:

- Modify/revise current content for chapter 1-4.
- Ensure that content and instructional activities are approved by all instructors before it goes online.
- Ensure that content and support features are compatible and utilized appropriately.
- *Ensure that all readings are made available online via PDF. If not possible, then the readings should be mailed* out to students.
- Ensure that all activities have clear and easy to understand instructions
- Provide a rich amount of Frequently Asked Questions for students (content and tech stuff).
- Evaluate the student notebook design
- Provide several interactive activities to build confidence and experience in taking our online course for the first two weeks.
- Ensure that students are being supported with any questions or concerns about the course. 800 Help Line?
- Ensure that we have at least two conference calls with students at a distance.
- Create and distribute Research Articles Packet.
- Create more PowerPoint presentations
- Create some interactive quizzes to provide Check For Understanding (CFUs) activities for students

Technology:

- Resize HTML pages for 800x600 with scroll equal to "no".
- *Redo all videos. Mary B.K was too dark. Guide Tour needs to be carefully narrated and chuck into sections.* Create new videos if necessary.
- Provide Windows tip sheets for online students.
- Create a Tech Glossary
- Create Weekly Tech Tips for Mac and PC users
- Discussion Board - have a total number of participating messages by each topic
- Downloading choices and instructions.
- Tech savvy survey should have Mac related questions.
- Tech team will train instructors and interested staff members on how to upload and manage web course.
- Create Tech FAQ
- Create the "Coffee Lounge"
- Ensure that no "trunctations" occurs with form entries
- Activate the "Module Learning Resource Grid"

Administrative:

- Obtain university credit approval
- Obtain costs for state and out-of-state tuition.
- Determine how many students will be register for this course, how many courses and how many instructors.
- Recruit online students
- Create online student packets
- Finalize notification letters and promotional brochures
- Obtain CEU credits
- Register online course with UNM Records Department

Responsibilities/Action Plan/Timelines

H. Harrison:	Director, Final Decision Maker, provides project direction and content expert
M. StevensDominquez:	content expert
P. Turner	content expert
D. Atencio:	content expert
A. Nolla:	resource researcher
T. Johnson:	administrative and tech support leader
A. Martinez:	lead tech team on design, development and evaluation of course
V. McWilliams:	support tech team on design, development and evaluation of course
B. Jackson:	provide administrative, and resource support
N. Turley:	provide tech support
D. Valiant:	provide tech support

97 Barbara
75 Christine
84 Carla
161 Diann
108 Betsy
114 Emilie
157 Adoree
156 Michele
170 Christine
149 Jean

Your Instructor was:
Harrison, Westby,

Your Course semester was:
SPRING 01, Spring 01, Spring 01, Fall 01, Spring 01, Spring 01, Summer 01, Fall 01, Fall 01, Summer 01
Date Survey was Posted:
2001-05-15 12:56:11, 2001-05-20 12:29:46, 2001-06-01 16:40:48, 2001-12-10 23:235:11, 2001-05-21 20:37:58,2001-05-30 12:55:32, 2001-12-15 17:47:06, 2001-12-17 00:25:53, 2001-12-18 07:59:39, 2002-03-21 11:18:01
Course most accessed from:
Work, Home, Home, Home, Home, Home, Home, Home, Home, Home

What attracted you to this course?
Course content (ability to increase my knowledge), Course content (ability to increase my knowledge), Course content (ability to increase my knowledge), Course content (ability to increase my knowledge), Location (ability to take course), Course content (ability to increase my knowledge), Location (ability to take course), Location (ability to take course), no answer, Other opportunity to participate.

Was this your first online course?
Yes, Yes, Yes, Yes, Yes, Yes, No, Yes, Yes, Yes

Hours per week spent on the course:
3,8,5,10,12,6,5,10, no hrs provided, 12,

Type of computer:
PC, PC, PC, PC, PC, PC, PC, PC, PC, PC

What is your gender?
Female all respondents

Age is:

40, 50,23,45,41,23,42,34,37,64,

Ethnicity:

White (Non-Hispanic/Latino), White (Non-Hispanic/Latino), White (Non-Hispanic/Latino), White (Non-Hispanic/Latino), not provided, White (Non-Hispanic/Latino), Hispanic/Latino (non-white), White (Non-Hispanic/Latino), White (Non-Hispanic/Latino), White (Non-Hispanic/Latino)

Education level:

Bachelors Degree, Bachelors Degree, Bachelors Degree, Bachelors Degree, Masters Degree, Bachelors Degree, Masters Degree, Bachelors Degree, Bachelors Degree, Doctorate/Professional Degree

What did you like least about the course?

No answer provided, Overload to complete a module/week, I didn't think some of the directions were worded as clearly as they needed to be, Time factors to do course, Work load and the lack of feedback, At the end everything just seemed to get crazy that as no one's fault but my own, but the article reviews/critiques were so much for us to handle, Having to work our chat sessions with other members of the class., Expectations not always clear for assignments, non-consistent directions., Lots of time spent printing things out, would have liked more feedback., Jumping from module to module, team assignments were different and not productive.

What did you like most about the course?

No answer provided, The course content and applying the content to really learn the content and the feedback on assignments that was professional., I liked the course material and the stories that we got to read to help us apply the material we were learning to real life situations., New Assessment., no answer provided, I really enjoyed the flexibility of the course, I have learned so much NEW info and look forward to looking back and applying it to the real life situations I encounter., I liked being able to complete the course from home in my own space and in my own time., Doing the course from home., Course content was interesting., The careful planning that had gone to taking the concepts and putting in internet form.,

What are your recommendations for improving the course?

No answer provided., Evaluate the load. This online course was a wonderful experience., More clearly stated directions on module assignments., Independent study work would be better for this student., Reduce workload, pick meaningful assignments, reduce article critiques, weekly feedback needed, more interactions with classmates., No article critiques for a weekly module assignment. Maybe having a couple, but they are extremely time consuming and with the other work we were having to put in it really was a stressor., Eliminate chats and have more email interactions with student and instructor., Groups need to be thought out depending on level of student (completion vs. credit). , No answer provided., see above.

The online course was: (1 wonderful, 5 terrible)

3, 5, 4, 3, 2, 4, 3, 3, 2, 5 Average = 3.4

Comments: It provided a refresher on the content, but gave a new way to view that information., A wealth of info and a learning method with repetition and application that really works for learning and remembering what has been learned., I really enjoyed the course material and felt it ran smoothly most of the time., no comment., No feedback makes it difficult to complete course I have no idea if I have done expectable work or if I missed the point of the entire course., I was thankful that the critiques were taken out of the weekly modules. Those were extremely time consuming!, Provided good new info., no comment., no comment., I applaud the folks who developed the courses. It was carefully prepared I was amazed by the flow.

The Online course was: (5 exciting, 1 dull)

3, 5, 4, 3, 2, 5, 4, 3, 3, 4 Average = 3.6

Comments: It provided the theory for the evaluation process that I began changing a year ago., No comment., No comment., No comment, It was difficult to maintain interest at times because of the lack of human communication., No comment,., Provided new info., No comment., No comment., Not a fair question for someone who is involved in assessment and shares your philosophical base.

The Online course was: (5 Flexible, 1 rigid)

2, 5, 4, 1, 4, 5, 3, 3, 2, 5 Average = 3.4

Comments: I guess you have to have a timeline but I didn't like the deadlines., No comment., No comment., No comment., It was nice to have some flexibility on assignment due dates when things got sticky., Very nice and flexible-perfect for my schedule., No comment., No comment,, No comment., The flexibility may be in relationship to the bits and pieces that we were responsible for completing.,

The Online Course was: (5 just right, 1 too much)

3,3,3,1,1,4,2,3,2,5 Average = 2.7

Comments: Too much with the article reviews for a weekly assignment. Also when there Were other Project Life obligations it was very difficult to spend added time on the online assignments., It only seemed overwhelming when I got behind, but was also diffiuclt to work in with my work schedule., No comment., No comment., I knew that the rule of thumb is 9 hrs for a 3 hr course but that is time the student is expected to put in to a course, not be forced to put into the course. It left no time for reflection or review because of the stress of completing the requried work., Very nice and flexible perfect for the rest of my scheulde., Too much toward the end of the semester I felt like I was repeating myself., No comment., No comment., Felt course load was resonable.

The Online Course was: (5 easy to follow, 1 difficult to follow)

3,4,2,3,5,4,2, 2,5,4 Average = 3.4

Comments: Clarification was fairly quick coming when I did not understand to work in my work schedule., Sometimes the directions for certain activities were no written clearly and left the student wondering if they were doing the correct thing., No comment., No comment., No comment., No comment., Some of the directions were very confusing, there was conflicting information about expectations., No comment., Confusing you sent copies of readings and also had online. , Several modules were difficult to understand. Module 7 is the one that was most difficult for me.

The Online Course was paced: (5 just right, 1 too fast)
3, 3,1,4,5,3,3,2,5,3 Average = 3.2
Comments: No comment., No comment., Not good for me as a single working parent., The pace was alright, but the work was too much., No comment., The pace was fine., No comment., No comment., Not really sure how this question differs from question 13., Just right without the article reviews and added assignments for Project Life.

The Online Course was: (5 easy, 1 difficult)
4,3,2,3,4,4,3,2,5,3 Average = 3.3
Comments: It fit the information that I had been working on, as well as my mind set toward looking at it differently., No comment., No comment., No comment., No comment., Easy to to follow but required a fair amount of dedication., No comment., No comment., On could of taken the course quizzes without reading the material., Challenging but not easy or difficult.

The Objective of the course were (5 clear, 1 unclear)
3,4,3,3,5,3,3,3,3,5 Average = 3.5
Comments: No comment., No comment. No comment. No comment. No comment. No comment. Graduate assignments need to be placed toward the top of the syllabus so due dates aren't missed. No comment. No comment. No comment. Confused about the objective about the framework? Or information to assess?

What is your level of experience in the assessment of infants-young children ages birth to 5 years?
4,1, 3,2,3,3,3,3,1,4, Average = 2.7
Comments: Been assessing children birth to 5 years for 13 years., No comment., No comment., No comment., I have worked in this area for one year and have quite a bit of training., No comment., No comment., No comment., No comment., I have years of experience in audiology and developmental assessments as an expert.

Given your level of experience in the assessment of your children, how would you rate the level of difficulty or complexity of the information presented?
3,3,3,2,3,3,3,3,1,4 Average = 2.8
Comments: For me it was just right, but a person with less experience may have found it difficult., No comment., No comment., No comment., Most of the information was very functional and easy to follow. I did have difficulty understanding some of the articles we were asked to critique., It was presented nicely, and I learned so much so to me that is all valuable info., No comment., No comment., Down's syndrome child used as example difficult don't know norm., Not fair question it was simple but should it not be for someone with so much gray hair.

The Online course provided me with info and/or skills, which I can use directly in my chosen field.
4,5,5,4,5,5,4,4,4,5 Average = 4.5
Comments: No comment., No comment., No comment., No comment., Lots of info was very functional and I have incorporated it into my work., No comment., No comment., No comment., No comment., Information resources and concepts were presented that I could use training but not assessment.

I feel the content has value for me as a person.
4,5,5,4,4,5,4,4,4,5 Average = 4.9
Comments: No comment., No comment., No comment., No comment., see above., No comment., No comment., No comment., No comment., I learned new skills chat room, set up web page, more comfortable with computer.

The Reading Packet (received in the mail) was [helpful to not helpful]
2,5,2,5,3,3,5,3,?, 5 Average = 3.6
Comments: No comment., No comment., No comment., No comment., No comment., No comment., No comment., Served as a nice backup to all the material., No comment., No comment., No comment., Good articles.

Readings and articles (Adobe Acrobat PDF) were:
4,5,4,4,3, 5,4,5,3,5 Average = 4.2
Comments: I had to print the articles in order to absorb the material., No comment., No comment., No comment., No comment., I enjoyed these articles and I could print them out to highlight and read them., Good sources of information., No comment., No comment., Appreciated powerpoints!

Prep-Quizzes were:
1,2,2,1,1, 4,3,2,?,1 Average = 1.89
Comments: No comment., No comment., No comment., No comment., No comment., Nice to see how much info I knew before going into the module and realizing how much I was learning., Fun!, No comment., No comment., Too simplistic.

PowerPoint presentations were:
1,4,3,3,3,3,3, 3,3, 5 Average = 3.1
Comments: No comment., No comment., No comment., No comment., Would prefer a different format so that the info could be printed more easily., A good review of the readings., No comment., No comment., No comment., Great.
Video clips (on the CD-ROM) were:
4,5,5,3,1, 5,4, 3,5,? Average =3.89
Comments: No comment., No comment., No comment., No comment., No good., It was nice to see a face once in awhile even if it was the computer screen., Cool., No comment., No comment., Don't remember any did I miss something?

Discussion Board were:
3,5,5,5,1,5,1,3,3,1 Average = 3.2
Comments: No comments., No comment., No comment., I could not always be there to participate but learned much from the others., Not functional., Fun to read other classmates work-see how they interpreted the assignments., Difficult because not everyone participated., No comment., No comment.,

Chat Sessions were:
3,5,3,1,1,3, 1,1,2,1 Average = 2.1
Comments: No comment., No comment., No comment., No easy at all to coordinate same time to chat with others., What chat sessions?, No comment., Disastrous it proved extremely difficult to connect with other people at specific times., Frustrating the way it was set up., No comment., No comment.

Online Journal was:
2,5,3,3,1,5,4,4,5,4 Average = 3.6
Comments: No comment., No comment., No comment., No comment., Is this the online notebook?, No comment., I enjoyed the activity., No comment., No comment., Easy to use but missed feedback.

Online Web Links was:
1,5,3,3,2, 3,5, 3,?,
Comments: No comment., No comment., No comment., No comment., Not available in a timely fashion during some units., No comment., No comment., No comment., No comment.,

FAQ were:
1,5,3,3,1, 4,3,1,?,1 Average = 2.4
Comments: No comment., No comment., No comment., No comment.,????, No comment., No comment., No comment., No comment., Didn't use.

Glossary of Terms were:
3,5,3,5,2,4,5,2,4,1 Average = 3.4
Comments: No comment., No comment., No comment., No comment., No comment., No comment., Very helpful for operational definitions., No comment., No comment., No comment. Already knew words.

Listserv was:
3,5,5,1,2,4,1,2,?,5 Average = 3.11
Comments: No comment., No comment., No comment., I wasn't on the list., No comment., Never had my correct email address so I was out of the loop most of the time., No comment., No comment., Helpful!

Help and Utility Center was:
5,5,3,4,2,3, 2,?,? Average = 3
Comments: Initially, invaluable, but once I got the hang of it I didn't use it., No comment., No comment., Please delete my picture, I tried but failed., No comment., No comment., No comment., No comment., No comment., Never used.

Online Search ability was:
1,5,3,3,1, 4,4,2,?, ? Average = 2.88
Comments: No comment., No comment., No comment., No comment., ????, No comment., No comment., No comment., No comment., Never used.

The instructor provided feedback in a timely manner.
4,5,5,4,1,5,2,2,2,5 Average = 3.5
Comments: No comments., Excellent and useful feedback., No comment., No comment., No feedback on assignments. We ran blind through the entire course., I was pleased with the time span she took to respond to our assignment., I still don't know how I did on the individual assignments aside from the letter grade assigned., No comment., Would have liked feedback sooner., Not fair considering it was during vacation for students and faculty.

The instructor was available most of the time for my telephone calls.
4,5,5,5, ?, 5, 3,?,?,? Average = 4.5
Comments: No comment., No comment., I didn't ever call the professor but she was very quick to respond with questions I had over email., Holly., No comment., I never phoned her, but always responded promptly to an email., No comment., Didn't try to call., No comment., Never called.

The instructor provided the needed help and guidance I needed to succeed in the course.
4,5,5,5,?,5,2,3,?,5 Average = 4.25
Comments: No comment., No comment., No comment., Holly., The tone of many of the e-mails was negative and instructor did not seem conductive in the help department., No comment., I disagree because I didn't receive feedback in a timely manner., No comment., No comment., No comment.

The instructor contacting me by email was helpful.
5,5,5,5,2,5,5,3,4,5 Average = 4.4

Comments: No comment,. No comment., No comment., Holly., No comment., No comment., This was very helpful and proved to be the best way to keep in touch., No comment., No comment., No comment.

The instructor evaluated my performance according to the stated course objectives and requirements.
3,5,5,?,?,5,4, 5,?,? Average = 4.5
Comments: No comment., No comment., No comment., Not finished with course incomplete this semester., I have no idea., No comment., Still not sure about this because of the lack of feedback., No comment., No comment., No comment.

Concepts and techniques were explained clearly.
3,5,3,1,3, 3,5,4,2,?,5 Average = 3.78
Comments: There was a jump made from content to application that I needed more info on. No comment., No comment., I am not a professional in this field., At times., No comment., No comment., No comment., Would have liked more examples to learn from little bit mystery solved good examples., No comment.

You were encouraged to actively participate in the course.
3,5,4,?,1, 5,5, 4,4,5 Average = 4
Comments: No comment., No comment., No comment., Encouraged., Active participation occurred only through completing assignments., No comment., Yes, but active participation does not necessarily need to include chats and small groups., No comment., No comment.,

Your individual questions/problems were discussed to you satisfaction.
4,5,4,4, 2, 5,2, 4,?,5 Average = 3.89
Comments: No comment., No comment., No comment., No comment., No comment., No comment., Throughout the course I experienced very little feedback from the instructor., No comment., No comment., No comment.

Online course facilitated opportunities to apply content.
3,5,4,3, 3,5,4, 3,3,5 Average = 3.8
Comments: No comment., No comment., No comment., No comment., No comment., No comment., No comment., No comment., No comment., No comment.

Online course related content to real situations.
4,5,5,4,3,5,5,5,?,5 Average = 4.56
Comments: No comment., No comment., No comment., No comment., No comment., I really liked this it helped me apply this information to classes and clinic., No comment., No comment., No comment., No comment.

Appendix B

New Assessment: Early Childhood Resources

- **Web Home Page**
  www.newassessment.org
- **Web Site Survey**
- **Advisory Committee Brain Storming Session**

New Assessment: Early Childhood Resources

uesday, December 17,
002

UNM Center for Family and Community Partnerships (CFCP)

| Home | Text Home |

Through Shared Windows Online Course

- Access Course
- Course Partner States
- Course Demo

INFO CHANNELS

- Parents & Families
- Teachers, Childcare Personnel & Interventionists
- Diagnosticians & Psychologists
- Therapists & Medical Professionals
- Educational Institutions & Researchers
- Administrators & Policy Makers

COMMUNICATION

- FAQ
- Glossary of Terms
- Give Us Feedback

The mission of the New Assessment: Early Childhood Resources web site is to advance the field of early childhood and intervention in the area of assessment by promoting recommended practices including innovative assessment models, processes and resources that benefit young children and their families.

WE BELIEVE

> *"The understanding of human development demands going beyond the direct observation of behavior on the part of one or two persons in the same place; it requires examination of multiperson systems of interaction not limited to a single setting and must take into account aspects of the environment."*
>
> *Bronfenbrenner*

Visiting Expert

Meave StevensDominguez, Ph.D.

- Dr. StevensDominguez's Bio
- Comfort & Safety Presentation w/Audio (Internet Explorer 4 or higher required)
- Comfort & Safety Presentation no Audio (Netscape 4 or higher version)
- Interview with Dr. StevensDominguez

Visiting Experts Archives

Through Shared Windows

Online Web-Based Course

Professionals will be able to provide comprehensive, family-centered, and culturally responsive services through the use of an assessment framework that understands the uniqueness of each child and family and opens shared windows through which various disciplines may view young children, thus complying with mandates of the Individuals with Disabilities Education Act (IDEA).

Site Funded in Part by

IDEAs that Work

U.S. Department of Special Education Programs

This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S.

WHO ARE WE?

- About Us
- Contact Us | e-mail

PRODUCTS

- Our Products
- *and more* ...

- Assessment Overview
- Assessment Tools
- *and more* ...

MODELS

- SELF Process
- PC Framework
- Early Look
- *and more* ...

- Conferences
- Organizations
- Online Journals

- Related Web Links
- Contact Agencies
- Articles, Papers and Presentations

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Site Credits

Ericae.net

The National Education Goals Panel

Funded in Part by the Early Education Programs for Children with Disabilities, Office of Special Education Programs, U.S. Department of Education

This site is best viewed with Netscape Navigator 4.7 or Higher

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• ACCESSIBLE VERSION OF SITE •

New Assessment: Early Childhood Resources

uesday, December 17, 2002 **UNM Center for Family and Community Partnerships (CFCP)** | Home | Text Home |

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ERIC Clearinghouse for Assessment, Education, and Research Information

The National Education Goals Panel

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- Conferences
- Organizations
- Online Journals

AND MUCH MORE
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- Contact Agencies
- Articles, Papers and Presentations

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New Assessment Web Site Survey
Summarization of Questions 2 & 4

Question 2: What would motivate you to visit our site on a regular basis?

Responses: Case studies for different pre-primary children training updates. New info/contacts. Good info. Practical info written in laymen's terms so that anyone could understand it without a dictionary. Ideas, activities, suggestions for professionalism for assessment of children infants to five years. Being a student at UNM and working with multiple impaired children at NMSUH. Any info regarding research you are doing. More info in an already interesting topic. Useful practical suggestions and clarification of theoretical references to articles. Current info that will help me be a better teacher and be able to implement them. Resent research assessment that is directly related to teaching in the classroom. Internet dial up from home. New current ideas about education and assessment. Up to date info on the above aspects. Free stuff. Up to date and accurate info about assessment techniques. Things I can do in the classroom that will help a diversity of students. Easy access to the site. New info on a regular basis. Current info about the topics in question 1. Information concerning behavior problems in an out of the classroom. Current ideas and new topics regarding education. Info about early childhood education topics. Downloadable resources either papers on assessment or assessment tools. Current research.

Question 4: What assessment resources do you recommend we include on this site?

Responses: Current data other SELF type assessment teacher tools for assessment. How to assess with culturally/linguistically diverse, alternative assessment for children with disabilities, assessment without bias that is a valid and reliable indication of a child development level. Info on observations what is necessary in a child's portfolio, where parents can find info about agencies that can help them and their children. Things on the Oregon Project and Carolina. SELF Reg. I would hope that many resources would be included. Research conducted hands on theories. Actual forms of assessment. Resources for classroom for child development. Resources that teachers can apply in the classroom that are easy to use while teaching also assessment resources that parents can take hope for more insight on their child's development level. What types of assessment there are and samples of each. Different forms of assessment techniques, pros and cons of these different forms, assessment questions an answer section. Actual assessment forms. How to assess bilingual children, assessing children in a different areas of development, resources that would help me to assess children in the classroom. Something that would help all professionals assesses children (make simple and understandable nothing technical) working models. Projects for early childhood student's curriculum for early childhood students.

New Assessment
Web Site Development Brainstorming Session

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1. **What is the purpose/goal of this Web site? (Goal Statement)**

Brainstormed Idea	Suggested Modifications/Comments
The purpose/goal of the New Assessment Web site is to inform, instruct, guide and provide resources to families and others interested in recommended practices for assessing young children. "Birth to Age 8" (Looking at the whole child)	

Overall goal of the Web site

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
1.	Provide tools & Information for people to be able to assess young children				
2.	Cover legal issues				
3.	Develop an awareness of other models on assessment				
4.	Assessing within multiple environments				
5.	Holistic view of children by all				
6.	Provide information to families on normal development and assessment				

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
7.	Child advocacy				
8.	Inform public of choices regarding broad spectrum assessment and evaluation (audience, culture, tools, developmental domains)				
9.	Advocating strategies				
10.	Local resources				
11.	Talk about the terminology				
12.	Common misconceptions (teaching tools)				
13.	Opportunity to change views				
14.	Ethics of assessment				
15.	Sharing sensitive information with others				
16.					
17.					
18.					

2. What is a "Young Child" (defined)?

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
1.	Age (Why Birth – 8?)				
2.	What is development?				
3.	Don't consider ages and stages				

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
4.	Context of development (culture, environment, family)				
5.	Broad spectrum of children and development				
6.	Emerging functional capacities				
7.					
8.					
9.					

3. Who is the target audience?

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
1.	Families (Urban and Rural_				
2.	Practitioners (need to define)				
3.	Psychologists				
4.	Childcare Providers				
5.	Teachers				
6.	Interventionist				
7.	Medical Professionals (need to define)				
8.	Therapist				
9.	Researcher				
10.	Higher Education Faculty				

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
11.	Higher Education Programs				
12.	Educational Diagnosticians				
13.	Administrators				
14.	Policy Makers				
15.					
16.					
17.					

4. **Why would the target audience visit the site? What would they want from the site?**

[Families]

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
1.	Why is my child being assessed?				
2.	Where is my child developmentally?				
3.	How can I help my child?				
4.	Specific activities to address development concerns				
5.	Behavior concerns				
6.	Resources				
7.	What is going to happen in the assessment?				
8.	Is this normal?				

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
9.	What resources are in my state?				
10.	What is my role?				
11.	What is my child's future?				
12.	Indicators for further inquiry (next steps)				
13.	Ease of information (i.e., technology connects, links)				
14.	Communication with others (Listserv, discussion groups, chat rooms, email, etc.)				
15.					
16.					
17.					

[Practitioners]

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
1.	Important things to consider when doing assessment				
2.	How do I conduct an assessment? (current models, strength-based, process-oriented)				
3.	Up-to-date information				
4.	Training, books, articles				
5.	Background information				

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
6.	Decision trees				
7.	Legal issues				
8.	Resources (Next steps)				
9.	Intervention				
10.	How do we use this information?				
11.	Primer on measurement, research methodologies, validity				
12.	How to include families & others				
13.	What devices are out there?				
14.	Limitation of tools and capacities				
15.	Communication with others (Listserv, discussion groups, chat rooms, email, etc.)				
16.					
17.					
18.					

[Psychologist]

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
1.	What tools, limitations, capacities are out there?				
2.	Window to research (What is going on?)				

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
3.	Literature on published reviews, validation, studies				
4.	Contact with peers, conferences, organizations, SIGS				
5.	How to include families				
6.	Look at other organizations philosophies and missions				
7.	Case studies				
8.	Communication with others (Listserv, discussion groups, chat rooms, email, etc.)				
9.					
10.					
11.					

[Childcare Providers]

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
1.	How not to judge families				
2.	How to describe what the are seeing so that others understand them				
3.	<insert family wants here>				
4.	Help in how to support the child to be successful				
5.	Understanding your own limitations				
6.	What do I do about the environment?				

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
7.	How do I handle barriers? (What are they?)				
8.	What is the purpose of the assessment? How can it help us? Articulating it?				
9.	What are the behavioral problems?				
10.	How to alter the environment				
11.	Sharing sensitive information with families (legal issues)				
12.	Legal Issues				
13.	Understanding typical development				
14.	Communication with others (Listserv, discussion groups, chat rooms, email, etc.)				
15.					
16.					
17.					

[Teachers]

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
1.	Knowledge of tools, limitations, capacity (What is appropriate? How to use? Cost?				
2.	Terminology				
3.	Behavioral observation				

No.	Brainstormed - Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
4.	How do I use the results of the assessment to support the child?				
5.	How do you describe a child above and beyond the score "articulate it?" disseminate information				
6.	Classroom assessment				
7.	Care giver – child interaction and relationship				
8.	How to involve the family				
9.	Developing a strength-based perspective				
10.	Dynamic assessment				
11.	How do I participate in the IFSP or IEP?				
12.	My role as a team member on the assessment team				
13.	Art of referral				
14.	Communication with others (Listserv, discussion groups, chat rooms, email, etc.)				
15.					
16.					
17.					

[Interventionist]

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
1.	Up-to-date information				
2.	Knowing your strengths and limitations				
3.	Art of referral				
4.	Family Interaction				
5.	Tools, limitations and capacities				
6.	Assessment intervention link				
7.	Communication with others (Listserv, discussion groups, chat rooms, email, etc.)				
8.					
9.					
10.					

[Medical Professionals]

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
1.	Delivering sensitive information				
2.	Developmental information				
3.	Knowing their limitations				
4.	Sharing their information				
5.	Channel to current practices and literature				

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
6.	Art of referral				
7.	When to avoid treating things medically				
8.	Communication with others (Listserv, discussion groups, chat rooms, email, etc.)				
9.					
10.					
11.					

[Therapist]

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
1.	Working in a team				
2.	Integrating information				
3.	Medication (Side effects)				
4.	Peer interaction				
5.	Looking for tools and equipment				
6.	How to adapt "stuff" to better assess individual differences				
7.	Protocol				
8.	Strategies for advocating for children (involving families)				
9.	Culturally specific information				
10.	Access to technology for assessment and assitive technology and computerized tools and scoring				

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
11.	Resource directory				
12.	Communication with others (Listserv, discussion groups, chat rooms, email, etc.)				
13.					
14.					
15.					

[Researchers]

No.	Brainstormed Idea	Suggested Definitions/Modifications/Comments	Must Have	Nice to Have	Drop It
1.	Access to current resources				
2.	State of the art clinical practices				
3.	Validation studies, reviews				
4.	Communication with other researchers				
5.	Legal and ethical issues				
6.	Download measures				
7.	Application of research to practice				
8.	Funding				
9.	Communication with others (Listserv, discussion groups, chat rooms, email, etc.)				
10.					
11.					

Appendix C

Faculty Participation

- **Application Activity and Evaluation Data**
- **Faculty Institute Agenda & Materials**
- **Course Transfer Agreement**

THROUGH SHARED WINDOWS:
THE PERFORMANCE COMPETENCE FRAMEWORK
Application Activity
Submitted by Mary Jo Schill
University of North Dakota

Activity Description:

A 2.5 hour presentation was designed to introduce graduate students in speech-language pathology to the Performance Competence Framework and how it might be applied to transdisciplinary assessment of young children. The information was presented on December 5, 2001 to 18 graduate students enrolled in CSD 583: Advanced Diagnostic Procedures at the University of North Dakota. Both lecture and discussion were used as the primary instructional strategies.

Evaluation Data:

All 18 students completed a short written evaluation at the end of the class period. The data from this survey is summarized below.

Question 1: *Did you find the PCF easy to understand?*

All 18 students responded "Yes" to this questions. Comments included:

- It was easy to understand once it was broken down and explained.
- It makes sense and is logical.

Question 2: *If no, what was confusing?*

Not applicable as all students responded "Yes' to question 1.

Question 3: *Do you feel that you could apply the concepts of PCF model to your profession?*

All 18 students responded "Yes" to this question. Comments included:

- I think it ties in well. Observation is a critical part of what we do in terms of assessment and intervention.
- With some adaptations

Question 4: *If yes, how would you apply the model?*

All 18 students responded with the following comments:

- Use observation and look for all areas that the model describes.
- Would apply in assessment & intervention; gives great overview of communication areas.
- Sometimes I just look at one specific area and leave out other aspects; if I look at the child with a different perspective, I can learn more.

- ☐ You could look at the different areas of the model to figure out what is affecting the child's quality of life and then set this as a goal area.
- ☐ By using the different areas, one can obtain a pretty detailed picture of an individual during assessment. One would probably gain more information by using this model than more traditional approaches (which often focus on specific areas).
- ☐ Compare the child's level of competence to performance; figure out the child's strengths and weaknesses in all areas, not just communication skills
- ☐ By working closely with all the other professionals and the parents to get a complete picture of the child.
- ☐ By incorporating and analyzing the information from each of the components of the model during assessment; I think we do some of it anyway, but not in as much depth as the model suggests.
- ☐ Look at all the different areas and how performance affects the child's quality of life; this will help in planning intervention.
- ☐ By observing children and their reactions in many different environments.
- ☐ By including all of the different observations that are so important. The model organizes the different aspects of the child's life that will have an impact on them.
- ☐ By observing children in many different environments as part of the assessment process
- ☐ Look at different areas of the model to determine strengths and weaknesses; it helps to evaluate many aspects of the child as a whole.
- ☐ The observation included would serve as a great supplement to any formal assessment procedures that may be used.
- ☐ I would focus less on a specific competence, which we tend to do, and look at the "whole child".
- ☐ By getting a better "overall" picture of the child; understanding communication skills in a variety of settings
- ☐ By looking at all areas of the individuals' development; provides good areas to look at when observing
- ☐ Following this model would provide great organization when assessing a child as part of a transdisciplinary team.

Question 5: In learning about and applying the model, what instructional strategies do you feel would be most helpful (e.g. case studies, videos, reading, lectures, projects etc.)?

Strategy is listed with the number of those who indicated that strategy:

- Videos/observation: 18
- Case studies/examples: 12
- Discussions: 8
- Readings/handouts: 5
- Projects/group assignments: 3

Question 6: Are you interested in learning more about this model?

17 responded "Yes"
1 responded "No"

Application Activity

Pam Lindsey – Tarleton State University – Stephenville, TX

I incorporated some parts of the Through Shared Windows course into my online special education law course and into my Severe-Profound Assessment course during the summer.

Evaluation of the PC Framework Application Activity

They loved it. We did the 'Little Bit story through a threaded discussion and we actually used the Framework to assess a four year old with Autism. We looked at his formal "assessment" data and made some judgments based on his folder, then we met him at school with his teacher and mom. We videotaped him with his teacher doing all kinds of language, motor and play activities, interviewed his mom, etc.

We talked about how our clinical impressions and our functional impressions were alike and different. They were amazed at how the clinical data (IQ etc) had very little relevance to how he was in real life. We talked about how we need to look at the whole kid. I think they will be much better diagnostians because of it.

For the law class, we looked at some due process hearing decisions concerning young kids and assessment. The students tried to decide how the school could have done a better job of assessing the whole kid based on the issues brought up at the hearing. This was not as powerful as the other demonstration, but again, the bottom line was we need to look at more than just clinical data.

Application Activities for the Fall/Spring Semester

Earnestine Kirtland
Gateway Community College

Introduction to Special Education Course
20 students - sophomores
Provided lecture on the Performance Competence Framework Overview
Students participated in the 'Little Bit' Application Activity
Students participated in a focus group activity and provided positive feedback on the PC Framework and the activity

Assessment Course
8 students – sophomores
Provided lecture on the Performance Competence Framework Overview
Students participated in the 'Little Bit' Application Activity
Students participated in a focus group activity and provided positive feedback on the PC Framework and the activity

Mary Fischer
Washington State Department of Education

Washington State ICC Personnel Preparation Committee
Provided an overview of the PC Framework during a committee meeting.
Discussed how the course would fit into both the inservice and preservice training for early interventionists in Washington State.
The content and format of the course was well received.

Nancy Baptiste
New Mexico State University

Undergraduate Early Childhood Courses
Provided a unit based on the Comfort and Safety Module
The students rated this unit as one of the highest for the course.

Through Shared Windows
Faculty Institute

Agenda

Friday, March 8:	5:30 - 7:30	Welcoming Reception/Dinner Radisson Hotel – Room 369
Saturday, March 9:	8:30 - 9:30	Performance Competence (PC) Framework Game David Atencio
	9:30 – 10:30	PC Framework Overview, Meave StevensDominguez
	10:30 to 10:45	BREAK
	10:45 to 12:00	Overview Continued
	12:00 to 1:00	Lunch – Frontier Restaurant
	1:00 to 1:15	Uri Bronfenbrenner Video
	1:15 – 3:00	Online Pedagogy, Holly Harrison and David Atencio
	3:00 – 3:15	BREAK
	3:15 - 4:00	HTML Online Course Overview, David Porter
	4:00 – 5:00	*Individual Support Sessions, TSW Outreach Project Staff

Through Shared Windows Faculty Institute

Agenda

Sunday, March 10:	8:30 -10:30	Adaptations for Traditional Course Mary Bolton Koppenhaver
	10:30 - 10:45	BREAK
	10:45 - 11:30	Adaptations and Options for Online Course,TSW Project Staff
	11:30 - 12:00	Blackboard,Web CT Overview and Implementation David Porter
	12:00 - 1:00	LUNCH - Catered
	1:00 – 2:00	Student Performance Assessment for an Online Course Dick Howell and David Sanchez
	2:00 – 2:15	BREAK
	2:15 – 2:45	Transfer of the Course, Agreements and Commitments
	2:45 - 3:00	Participation in Future Outreach Project
	3:00 – 3:10	Wrap-Up and Evaluation
	3:10 to 5:00	*Individual Support Sessions, TSW Outreach Project Staff

* Individual Support Sessions may be scheduled with any of the following TSW Outreach Project Staff on Saturday and Sunday.

Sessions involving course content:

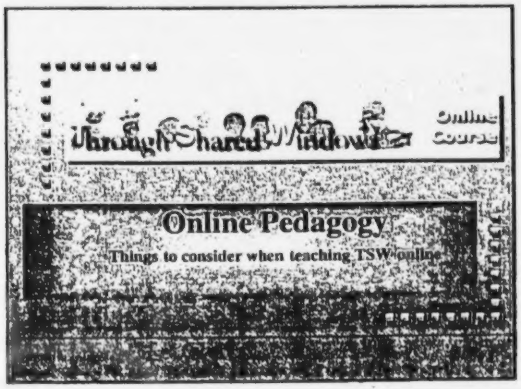
* Meave StevensDominguez
* Mary Bolton-Koppenhaver

Sessions involving online teaching:

* Holly Harrison
* David Atencio

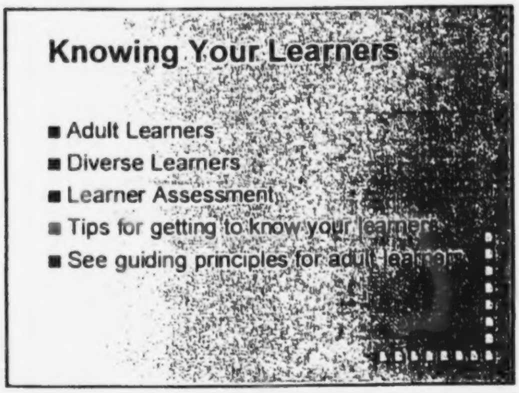
Sessions involving technology:

* David Porter


Through Shared Windows
Online Course

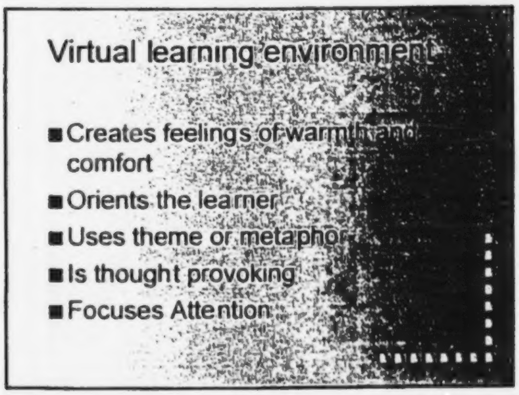
Online Pedagogy

Things to consider when teaching TSW online



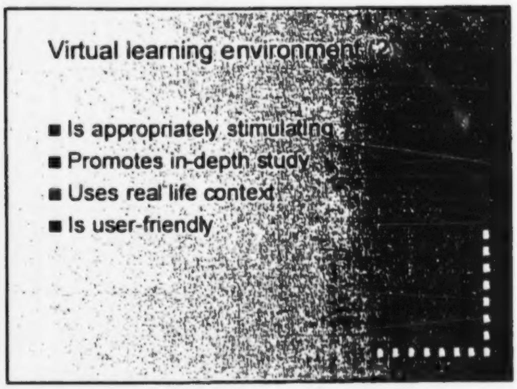
Knowing Your Learners

- Adult Learners
- Diverse Learners
- Learner Assessment
- Tips for getting to know your learners
- See guiding principles for adult learners



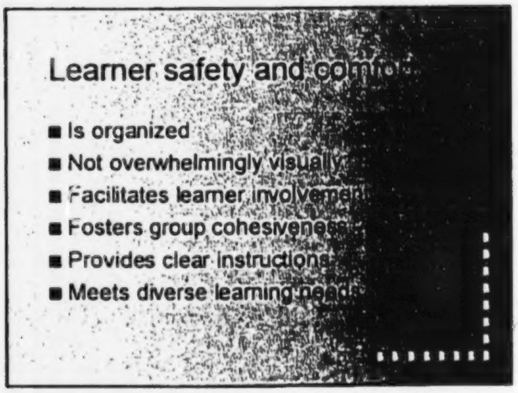
Virtual learning environment

- Creates feelings of warmth and comfort
- Orients the learner
- Uses theme or metaphor
- Is thought provoking
- Focuses Attention



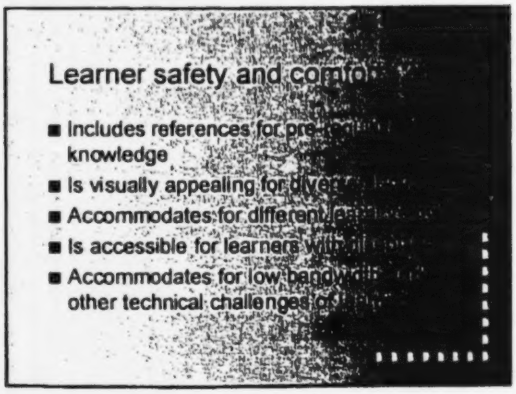
Virtual learning environment (2

- Is appropriately stimulating
- Promotes in-depth study
- Uses real life context
- Is user-friendly



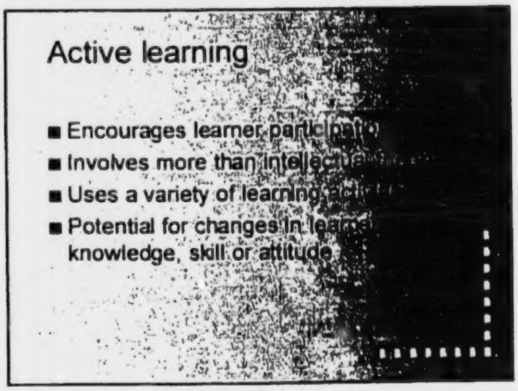
Learner safety and comfo [illegible]

- Is organized
- Not overwhelmingly visually [illegible]
- Facilitates learner involvemen [illegible]
- Fosters group cohesiveness
- Provides clear instructions
- Meets diverse learning need [illegible]



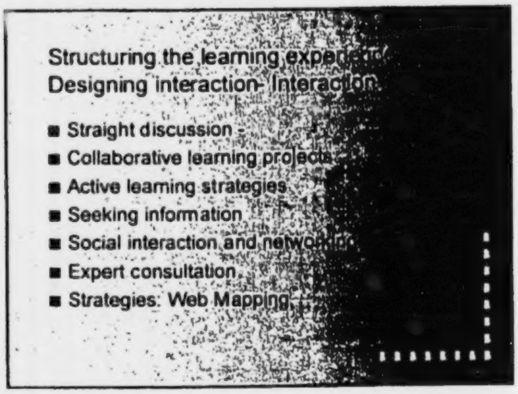
Learner safety and com [illegible]

- Includes references for pre- [illegible] knowledge
- Is visually appealing for diver [illegible]
- Accommodates for different [illegible]
- Is accessible for learners with [illegible]
- Accommodates for low bandw [illegible] other technical challenges of [illegible]



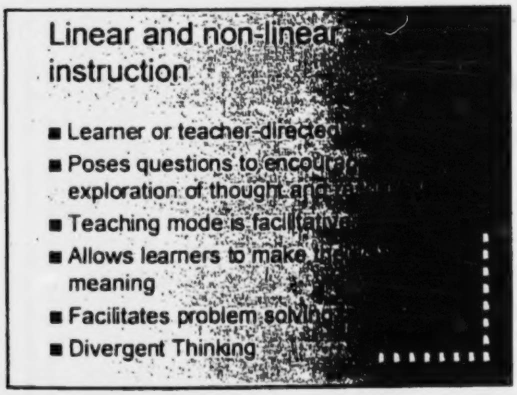
Active learning

- Encourages learner particip
- Involves more than intellectu
- Uses a variety of learning acti
- Potential for changes in learn knowledge, skill or attitude



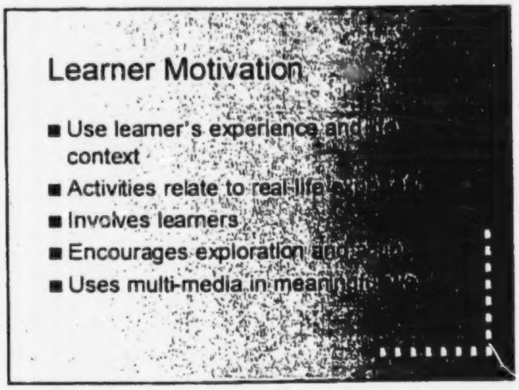
Structuring the learning experie
Designing interaction- Interaction

- Straight discussion -
- Collaborative learning projects
- Active learning strategies
- Seeking information
- Social interaction and network
- Expert consultation
- Strategies: Web Mapping,



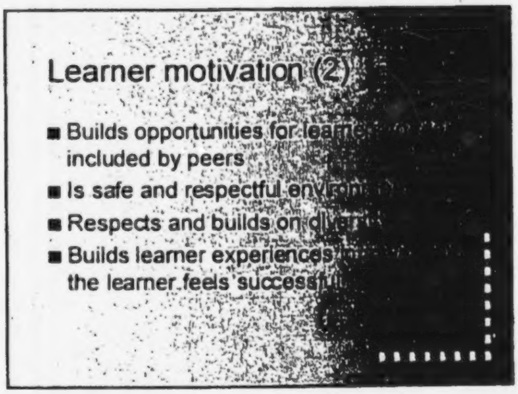
Linear and non-linear instruction

- Learner or teacher-directe
- Poses questions to encoura exploration of thought and
- Teaching mode is facilitative
- Allows learners to make meaning
- Facilitates problem solvin
- Divergent Thinking



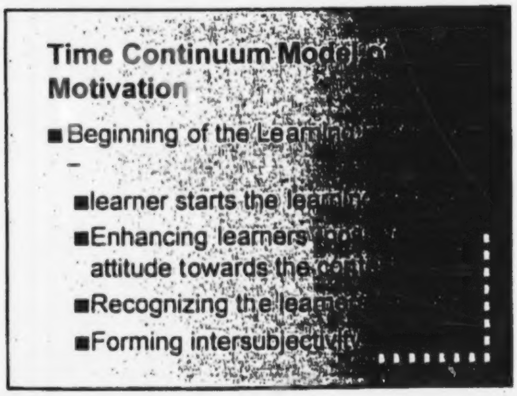
Learner Motivation

- Use learner's experience and
  context
- Activities relate to real-life
- Involves learners
- Encourages exploration and
- Uses multi-media in meanin



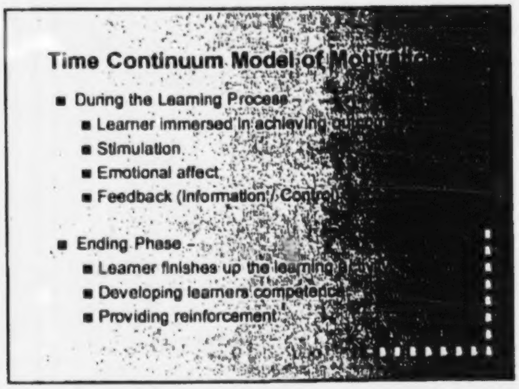
Learner motivation (2)

- Builds opportunities for learne
  included by peers
- Is safe and respectful environ
- Respects and builds on diver
- Builds learner experiences
  the learner feels successfu



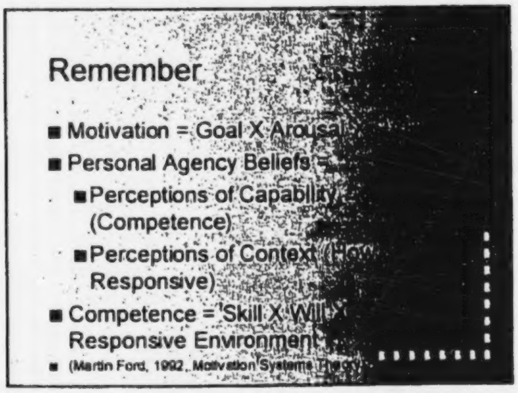
Time Continuum Model
Motivation

- Beginning of the Learnin
  –
  - learner starts the learnin
  - Enhancing learners
    attitude towards the con
  - Recognizing the learne
  - Forming intersubjectivity



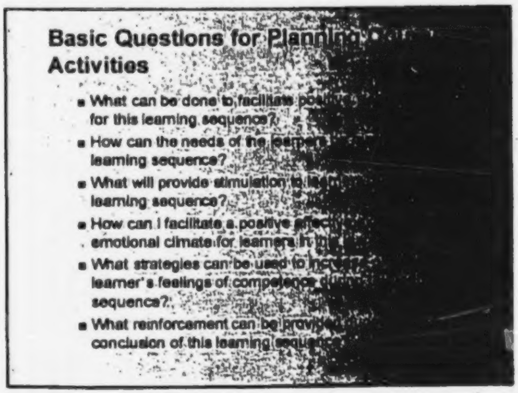
Time Continuum Model of

- During the Learning Process –
  - Learner immersed in achieving
  - Stimulation
  - Emotional affect
  - Feedback (Information / Control
- Ending Phase –
  - Learner finishes up the learning
  - Developing learners competenc
  - Providing reinforcement



Remember

- Motivation = Goal X Arousal
- Personal Agency Beliefs =
  - Perceptions of Capability (Competence)
  - Perceptions of Context (How Responsive)
- Competence = Skill X Will X Responsive Environment
- (Martin Ford, 1992, Motivation Systems Theory



Basic Questions for Planning Activities

- What can be done to facilitate po for this learning sequence?
- How can the needs of the learners learning sequence?
- What will provide stimulation to learning sequence?
- How can I facilitate a positive emotional climate for learners in
- What strategies can be used to learner's feelings of competence sequence?
- What reinforcement can be provided conclusion of this learning

Course Transfer Agreement

This agreement is between the University of New Mexico and ______________________ in order to effect the transfer of the online course, "New Assessments: Through Shared Windows (TSW)." The following provisions constitute the parameters that govern the transfer process, and the period of use of the online course materials:

1. All TSW course content remains the intellectual property of the creators and The University of New Mexico regardless of the format and delivery systems used to transmit the course.

2. Any use of TSW course content must be appropriately attributed to The University of New Mexico in a prominent location regardless of distribution format.

3. All uses of TSW course content are restricted to the institution of higher education (IHE)/educational agency (EA) listed as the primary recipient in this agreement and only to those students within the state wherein said IHE/Agency is located.

4. The TSW course content may not be exported under any circumstances without the express written permission of the creators and The University of New Mexico.

5. Teaching faculty in the aforementioned IHE/EA must submit a yearly report for the first two years after transfer to the "Center for Family and Community Partnerships" providing information on the following aspects of the TSW experience at their institution:

a. Number of students in all sections of the course during that fiscal /academic year
b. Demographic profile of all students including: occupation, age, education level, and ethnicity.
c. Student evaluative data regarding satisfaction with the course content and applicability to their profession/occupation.

______________________ ______________________
Meave StevensDominguez, Ph.D., Principal Investigator Date
The University of New Mexico

______________________ ______________________
Holly Harrison, Ph.D., Co-Principal Investigator Date
The University of New Mexico

Receiving Institution: ______________________

Faculty Contact:

______________________ ______________________
Name Date

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Appendix D

Through Shared Windows Resources

- **TSW Online Course**
  Instructor Task Guide

- **TSW Traditional Course Instructor Guide**
  Introduction
  Table of Content
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- **TSW Curriculum**
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Through Shared Windows

ONLINE COURSE

New Assessment: Early Childhood Resources
www.newassessment.org

Holly Harrison, Ph.D
Meave StevensDominguez, Ph.D
David Atencio, Ph.D

Center for Family & Community Partnerships
University of New Mexico, College of Education
Albuquerque, New Mexico

Funded by the Early Education Program for Children with Disabilities, Office of Special Education Programs, U.S. Department of Education, Grant Number H324R990071.84.324R.

NEW ASSESSMENT: THROUGH SHARED WINDOWS
INSTRUCTOR TASK GUIDE

MODULE/ TOPIC	STUDENT ASSIGNMENTS	INSTRUCTOR TASKS
Pre-Module	Create Personal Web Page	Review each student's web page and send welcome email message.
	Complete Online Notebook Assignment for Pre-Module	Read Online Notebook entries for students and comment.
	Answer Discussion Forum Questions	Read Discussion Forum responses and comment to individual students if necessary. Summarize the discussion at the end of the week, post and send message to student Listserv.
	Introduce yourself to your instructor.	Set up Chat Time during office hours to meet and greet students.
MODULE/ TOPIC	**STUDENT ASSIGNMENTS**	**INSTRUCTOR TASKS**
Module 1 PC Framework: Overview	Complete Assessment Philosophy Statement Assignment	Read each student's philosophy statement in online notebook and send comments via email. Record in grade book.
	Submit questions regarding assignments	Check your email periodically during the week and answer students' questions and address concerns or issues.
	Apply the PC Framework to Little Bit scenario.	Read Discussion Forum responses and comment if necessary. Summarize the discussion at the end of the week and send to student Listserv.

MODULE/ TOPIC	**STUDENT ASSIGNMENTS**	**INSTRUCTOR TASKS**
Module 2 **PC Framework: Application**	Complete Little Bit Behaviors Activity	Read submitted assignment and send comments via email. Record in Grade Book.
	Play PC Framework Game	Post times for PC Framework Game. Send message reviewing instructions for preparation of game. Facilitate Game on Chat Space, encouraging participation and responding to any entries that seem off track or inappropriate. Record in Grade Book.
	Complete Online Notebook Assignment for Module 2.	Read Online Notebook entries for students and comment.
MODULE/ TOPIC	**STUDENT ASSIGNMENTS**	**INSTRUCTOR TASKS**
Module 3 **Family-Centered Practice**	Complete Interview Activity	Read assignment, comment by email and enter in grade book.
	Complete Online Notebook Assignment for Module 3	Read Online Notebook entries for students and comment.
MODULE/ TOPIC	**STUDENT ASSIGNMENTS**	**INSTRUCTOR TASKS**
Module 4 **PC Framework Core**	Complete 'Applying the Core' Assignment	Read Discussion Forum responses and comment to individual students if necessary. Summarize the discussion at the end of the week, post and send message to student Listserv.
	Complete 'Pink Slip' Activity	Read submitted assignment and send comments via email. Record in Grade Book.
	Complete Online Notebook Assignment for Module 4.	Read Online Notebook entries for students and comment.

MODULE/ TOPIC	STUDENT ASSIGNMENTS	INSTRUCTOR TASKS
Module 5 Assessment Process	Complete Early Childhood Assessment Assignment.	Read assignment, comment by email and enter in grade book.
	Complete Online Notebook Assignment for Module 5	Read Online Notebook entries for students and comment.
MODULE/ TOPIC	**STUDENT ASSIGNMENTS**	**INSTRUCTOR TASKS**
Module 6 Givens	Complete Givens Activity	Read assignment, comment by email and enter in grade book.
	Complete Online Notebook Assignment for Module 6	Read Online Notebook entries for students and comment.
MODULE/ TOPIC	**STUDENT ASSIGNMENTS**	**INSTRUCTOR TASKS**
Module 7 Observational Assessment	Complete Child Observation Activity	Read assignment, comment by email and enter in grade book.
	Complete Online Notebook Assignment for Module 7	Read Online Notebook entries for students and comment.
MODULE/ TOPIC	**STUDENT ASSIGNMENTS**	**INSTRUCTOR TASKS**
Module 8	Complete Justin assignment	Check teams Discussion Forum responses, only if necessary.
PC Framework Applied: Justin	Complete the "Observation Guide" Assignment	Read Discussion Forum responses from each team, summarize and post response at the end of the week.
	Complete Online Notebook Assignment for Module 8	Read Online Notebook entries for students and comment.

MODULE/ TOPIC	**STUDENT ASSIGNMENTS**	**INSTRUCTOR TASKS**
Module 9 **Family-Centered Communication**	Complete 'Family Options' Activity	Read submitted assignment and send comments via email. Record in Grade Book.
	Complete Online Notebook Assignment for Module 9	Read Online Notebook entries for students and comment.
MODULE/ TOPIC	**STUDENT ASSIGNMENTS**	**INSTRUCTOR TASKS**
Module 10 **Environmental Influences**	Complete 'Mike' Activity	Read Discussion Forum responses and comment to individual students if necessary. Summarize the discussion at the end of the week, post and send message to student Listserv.
	Complete Online Notebook Assignment for Module 10	Read Online Notebook entries for students and comment.
MODULE/ TOPIC	**STUDENT ASSIGNMENTS**	**INSTRUCTOR TASKS**
Module 11 **PC Framework: Review/Practice**	Prewriting Activity	Read submitted assignment and send comments via email. Record in Grade Book.
	Complete Online Notebook Assignment for Module 11	Read Online Notebook entries for students and comment.
MODULE/ TOPIC	**STUDENT ASSIGNMENTS**	**INSTRUCTOR TASKS**
Module 12 **Key Factors**	Complete Key Factor Assignment	Read submitted assignment and send comments via email. Record in Grade Book.
	Complete Online Notebook Assignment for Module 12.	Read Online Notebook entries for students and comment.

MODULE/ TOPIC	**STUDENT ASSIGNMENTS**	**INSTRUCTOR TASKS**
Module 13 Comfort & Safety	Complete Comfort & Safety Assignment	Read submitted assignment and send comments via email. Record in Grade Book.
	Complete Online Notebook Assignment for Module 13	Read Online Notebook entries for students and comment.
MODULE/ TOPIC	**STUDENT ASSIGNMENTS**	**INSTRUCTOR TASKS**
Module 14 Areas of Function & Interaction	Complete Checklist of Key Interaction Behaviors Assignment	Read submitted assignment and send comments via email. Record in Grade Book.
	Complete Online Notebook Assignment for Module 14	Read Online Notebook entries for students and comment.
MODULE/ TOPIC	**STUDENT ASSIGNMENTS**	**INSTRUCTOR TASKS**
Module 15 PC Framework: Applied	Complete Walk Through Application Assignment	Read submitted assignment and send comments via email. Record in Grade Book.
	Participate in Instructor Monitored Chat	
	Complete Final Paper Assignment	Read submitted assignment and send comments via email. Record in Grade Book.
	Complete Online Notebook Assignment for Module 15	Read Online Notebook entries for students and comment.

Through Shared Windows

Instructor Guide

Application of the Performance Competence Framework - A New Framework for Observational Assessment of Young Children

Meave StevensDominguez, Ph.D.
Holly Harrison, Ph.D

Note: This material represents the delivery of the traditional face-to-face course. The online application of the course uses some of these strategies plus additional content and strategies to enhance online learning

THE UNIVERSITY OF NEW MEXICO

TSW Instructor Guide Introduction

Through Shared Windows (TSW):
A Framework for Observational Assessment of Young Children

This material represents the delivery of a traditional sixteen week face-to-face course. The TSW online course uses some of these strategies plus additional content and activities to enhance online learning. This course is designed for graduate level work but can be offered for upper level undergraduate credit.

Through Shared Windows Course Chart

The TSW chart displays the objectives for each Module and corresponding class structure including lecture topics, assignments, activities and readings.

Course Structure

The course is divided into sixteen modules, an introductory Pre-module and 15 content Modules based on the Performance Competence Framework for Observational Assessment of Young Children. Each Module is cross-referenced with the TSW Curriculum. Modules contain an Overview Sheet for structuring a class session and Lecture Topics, Lecture Note Sheets, Overheads, Handouts, and Suggested Activities and Assignments.

In addition, the Power Point presentations are provided on disk for class lecture overheads or computer-based presentations.

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Through Shared Windows Course Outline

Pre-Module: Introduction to the Course
Module One: Overview of the Performance Competence (PC) Framework
Module Two: Application of the Performance Competence (PC) Framework
Module Three: Setting the Stage for Family-Centered Practice
Module Four: The PC Framework Core
Module Five: The Assessment Process: Historical Perspectives and Current Practices
Module Six: Givens: The Biological Basis for Behavior
Module Seven: Observational Assessment
Module Eight: The PC Framework Applied: Justin Case Study
Module Nine: Family-Centered Communication Skills
Module Ten: Environmental Influences: Family System Theory
Module Eleven: Performance Competence Framework: Review and Practice
Module Twelve: Key Factors Underlying an Efficient, Adaptive Response
Module Thirteen: Comfort and Safety Cycle
Module Fourteen: Areas of Function & Areas of Interaction
Module Fifteen: The Performance Competence Framework applied

Through Shared Windows Course Outline

Required Text: *Through Shared Windows (TSW): A Framework for Observational Assessment of Young Children*

Goal: Students will be able to provide comprehensive, family-centered, and culturally responsive services through the use of an assessment framework. This framework depicts the uniqueness of each child and family and opens shared windows through which various disciplines may view young children.

Each Module includes knowledge, skill and/or application objectives, lecture topic, activities, assignments and readings.

Module	Objectives	Lecture Topic, Assignments, Activities, Readings,
Pre-Module: Introduction to the Course	• Understand the objectives and requirements of the course	Course Requirements Response Paper Assignments TSW Pre-test: Assessment Philosophy and Practices Reading: *TSW: Charting a New Course for Assessment*
Module 1: Overview of the Performance Competence (PC) Framework	• Understand the basic principles of the Performance Competence Framework (PCF) and how they govern the assessment process. • Explain assigned scenarios based upon segments of the PCF.	Lecture: PC Framework Overview Activities: 'Little Bit' Story Personalizing the Framework and Application Strategies Reading: *The PC Framework: A Narrative Discussion*
Module 2: Application of the Performance Competence (PC) Framework	• Identify underlying factors that both support and compromise an individuals performance • Apply the basic principles of the Performance Competence Framework (PCF) in a fanciful and personal application	Lecture: Little Bit Story and the Mystery Solved Activities: Little Bit Behavior Activity PC Framework Game Reading: *A Performance/Competence Model of Observational Assessment*

Module 3: Setting the Stage for Family-Centered Practice	• Explain the basic tenants of family-centered practice • Identify and describe family-centered practices in work/practicum environments	Lecture: Family-Centered Practice Small Group Activities: • Sharing Who We Are • Choosing Where You Are On the Continuum Assignment: Family-Centered Interview Reading: *The PC Framework Up Close* *The Framework Core: What is it that We Really Want?*
Module 4: The PC Framework Core	• Explain the social, political, and academic forces that have influenced assessment practices in the field of early intervention • Evaluate current assessment practices with young children	Lecture: The PC Framework Core Presentation: Parent Panel Activity: Applying the Core Individual & Family Support Issues Model Assignment: Pink Slip Activity Reading: *The PC Framework Core*
Module 5: The Assessment Process: Historical Perspectives and Current Practices	• Understand, identify and describe basic biological/genetic factors, temperament styles, cultural influences and basic biological drives that affect daily life	Lecture: The Assessment Process: Historical Perspectives and Current Practices Review: Major Historical Landmarks Assignment: Historical & Theoretical Context of the Major Shifts in Early Childhood Assessment Reading: Instructor's choice about history of early childhood assessment

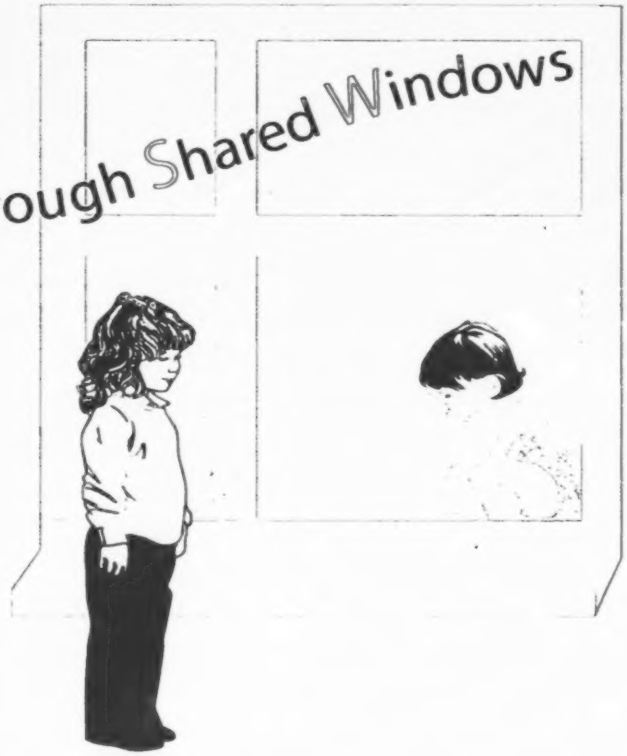
Module 6: Givens: The Biological Basis for Behavior	• Describe the basic principles, philosophies, and practices of qualitative observation • Explain the differences between the observation of behavior and the interpretation of behavior, events, and actions • Describe how assessment can be modified for use with children from a variety of cultures	Lecture: Givens: The Biological Basis for Behavior View: 'Flexible, Fearful, & Feisty' or another Temperament Video : Activities: Givens Activity Assignment: Temperament Web Site Assignment Reading: *Givens: The Biological Basis for Behavior*
Module 7: Observational Assessment	• Identify, describe and apply the basic principles and techniques of effective communication with families • Use appropriate vocabulary, location, content, and culturally respectful strategies.	Lecture: Observational Assessment Activity: Child Observation Techniques Reading: *Observational Assessment*
Module 8: The PC Framework Applied: Justin Case Study	• Apply current knowledge of the PC Framework to an actual case study. • Identify underlying factors that both support and compromise Justin's performance	Review: A Day with Justin and His Family and PC Framework Observation Summary Activity: Justin Video Activity Reading: *The PC Framework Up Close: Observation and Application*

Module 9: Family Centered Communication Skills	• Summarize the basic components of family systems theory • Articulate a personal philosophy incorporating family systems theory into work with families. • Describe potential modifications of an assessment for a child within their workplace/practicum site who comes from a culture different from theirs.	Lecture: Family Centered Communication Skills Activity: Family-Centered Report Writing Assignments: Response Papers III and IV Reading: Supplemental Readings *Communicating with Families*
Module 10: Environmental Influences: Family Systems Theory	• Apply the PC Framework to a personal experience • Understand the concept of working as a member of an interdisciplinary team with shared perspectives of an integrated framework • Evaluate an experience within their own lives and determine the application of the Performance Competence Framework to that experience.	Lecture: : Environmental Influences: Family Systems Theory Activity: Ordinary People Video Activity Assignment Reading: *Environmental Influences: Family Systems Theory*
Module 11: Performance Competence Framework: Review and Practice	• Describe the sensory processing system, differentiating the neurophysiological components and behavioral correlates.	Lecture: Review Assignment Guidelines 'Walk Thru' Student Presentations' and 'Through Shared Windows' Application Paper Assignment: Pre-Writing Activity 1 and 2

Module 12: Key Factors Underlying an Efficient Adaptive Response	• Understand and explain the comfort, safety, confidence, risk, and competence cycle throughout an individual's lifespan that predicts possible or actual comfort and safety issues • Apply this information to novel learning situations	Lecture: Key Factors Underlying an Efficient Adaptive Response **Activities:** Flight, Fright, Fight Activity Checklist **Assignment:** Response Paper II **Reading:** *Key Factors Underlying an Efficient Adaptive Response*
Module 13: The Comfort and Safety Cycle	• Understand the basic principles of human development • Develop a basic knowledge of areas of function (physical, spiritual, emotional, intellectual) and the impact on these areas by both biological and environmental contexts. • Develop basic knowledge of areas of interaction including key behaviors to observe • Learn and utilize strategies that an interdisciplinary team member should use during an assessment.	Lecture: The Comfort and Safety Cycle Activities: Assignment: Response Paper II Reading: *The Comfort and Safety Cycle*

Module 14: Areas of Function and Interaction	• Demonstrate the ability to work as a member of an interdisciplinary team with shared perspectives of an integrated framework • Evaluate an experience within their own lives and determine the application of the Performance Competence Framework to that experience. • Use the Performance Competence Framework in presenting personal experience	Lecture: Areas of Function and Interaction Activities: Large Group Activity: Introduce published inventories and scales from various disciplines Small group Activity: Discussion of Stacy and John Case Studies Reading: *Areas of Function and Interaction*
Module 15: Performance Competence Framework: Applied		Student Presentations: 'Walk Thru' Assignments: Post Test 'What You Believe' and 'What You Do' Final Paper: Through Shared Windows'

Through Shared Windows



A New Framework for Observational Assessment of Young Children

Including Application of the

Performance Competence Framework

College of Education
Center for Family & Community Partnerships

University of New Mexico

Through Shared Windows

Application of the Performance Competence Framework - A New Framework for Observational Assessment of Young Children

The materials in this text can be used to support the delivery of University coursework on new methods of assessment. Information also is provided to support inservice training and workshops. The University of New Mexico Faculty and Staff use the materials to deliver a three credit course on assessment, Through Shared Windows, through both online and traditional formats.

Produced in part by:
Through Shared Windows
Outreach Project
University of New Mexico

Funded in part by:
Early Education Program for Children with Disabilities
Office of Special Education Programs
U.S. Department of Education

Through Shared Windows

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